Teacher's guide

Grade Eight

English for Afghanistan

Ministry of Education
Deputy Minister of Curriculum Development, Teacher training & Science center
General Directorate of Curriculum Development & Compiling of Textbooks



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Edition

Teacher's guide - Grade Eight



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English for Afghanistan
Teacher's Book

Grade Eight

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بسم الله الرحمن الرحیم



ملي سرود

دا وطن افغانستان دی — دا عزت د هر افغان دی

کور د سولې کور د تورې — هر بچی یې قهرمان دی

دا وطن د ټولو کور دی — د بلوڅو د ازبکو

د پښتون او هزاره وو — د ترکمنو د تاجکو

ورسره عرب، ګوجر دي — پامیریان، نورستانیان

براهوي دي، قزلباش دي — هم ایماق، هم پشه یان

دا هیواد به تل ځلیږي — لکه لمر پر شنه آسمان

په سینه کې د آسیا به — لکه زړه وي جاویدان

نوم د حق مودی رهبر — وایو الله اکبر وایو الله اکبر

بسم الله الرحمن الرحیم

د پوهنې د وزير پيغام

گرانو استادانو او ښوونکو،

ښوونه او روزنه د هر هېواد د پراختيا او پرمختګ بنسټ جوړوي. تعليمي نصاب د ښوونې او روزنې مهم توکی دی چې د علمي پرمختګ او ټولنې د اړتياوو له مخې چمتوکيږي. څرګنده ده چې علمي پرمختګ او ټولنيزې اړتياوې تل د بدلون په حال کې وي. له دې امله لازمه ده چې تعليمي نصاب هم د وخت له غوښتنوسره سم علمي او رغنده پراختيا ومومي. البته نه ښايي چې تعليمي نصاب د سياسي بدلونونو او د اشخاصو د نظريو او هيلو تابع شي.

د ښوونکی د لارښود دا کتاب چې نن ستاسو په لاس کې دی، پر همدې بنسټ چمتو اوترتيب شوی دی. د تدريس د نويو ميتودونو له مخې فعاليتونه او معلوماتي مواد په کې ورزيات شوي دي چې په ډاډ سره به د زده کړې په بهير کې د زده کوونکو د فعال ساتلو لپاره ګټور او اغېزمن وي.

هيله من يم د دې کتاب منځپانګه، چې د فعالې زده کړې د ميتودونو د کارولو له لارې تاليف او چمتو شوې، ستاسو درنو استادانو د ګټې وړ وګرځي. له فرصت څخه په استفادې د زده کوونکو له ميندو او پلرونو څخه غوښتنه کيږي د خپلو لوڼو او زامنو په باکيفيته ښوونه او روزنه کې پرله پسې مرسته وکړي چې په دې توګه د پوهنې د نظام موخې او هيلې ترسره شي او ځوان نسل او هېواد ته ښې پايلې او برياوې ور په برخه کړي.

زموږ ګران استادان او ښوونکي د تعليمي نصاب په رغنده پلي کولو کې ستره دنده او دروند مسؤوليت لري.

د پوهنې وزارت تل زيار کاږي چې د پوهنې تعليمي نصاب د اسلام د سپېڅلي دين له بنسټونو او ارزښتونو، د ټولنې د څرګندو اړتياوو، ملي ګټو او وطنپالنې له روحيې او د ساينس او تکنالوژۍ له نوو علمي معيارونو سره سم پراختيا ومومي.

ددې سترې ملي موخې د تر لاسه کولو لپاره د هېواد له ټولو علمي شخصيتونو، د ښوونې او روزنې له پوهانو او د زده کوونکو له ميندو او پلرونو څخه هيله لرم چې د خپلو نظريو او رغنده ګټورو وړانديزونو له لار ې زموږ له مؤلفانو سره د درسي او د ښوونکي د لارښود دکتابونو په لا ښه تاليف کې مرسته وکړي.

له ټولو هغو پوهانو څخه، چې ددې کتاب په چمتو کولو او ترتيب کې يې برخه اخيستې او همدارنګه له ملي او نړيوالو درنو موسسو او نورو ملګرو هېوادونو څخه، چې د نوي تعليمي نصاب په چمتو کولو او تدوين او د درسي او د ښوونکي د لارښود کتابونو په چاپ او وېش کې يې مادي يا معنوي مرسته کړې ده، مننه او درناوی کوم او د لا نورو مرستو هيله يې لرم.

ومن الله التوفيق

فاروق وردک

د افغانستان د اسلامي جمهوريت د پوهنې وزير

بسم الله الرحمن الرحیم

پیام وزیر معارف،

استادان و معلمان محترم،

تعلیم و تربیه اساس توسعه و انکشاف هر کشور را تشکیل می دهد و نصاب تعلیمی یکی از عناصر بنیادی تعلیم و تربیه می باشد که مطابق انکشافات علمی و نیازمندی‌های جامعه وضع می گردد، واضح است که انکشافات علمی و ضرورت‌های جامعه همواره در حال تَطَوُر می‌باشد؛ بناءً لازم است نصاب تعلیمی نیز به صورت علمی و دقیق مطابق ایجابات عصر و زمان انکشاف نماید. البته نباید نصاب تعلیمی تابع تغییرات سیاسی، نظریات و تمایلات اشخاص گردد.

کتاب رهنمای معلم که امروز در دسترس شما قرار دارد بنابر همین مشخصات تهیه و ترتیب گردیده و با تکیه بر میتودهای جدید تدریس، فعالیت‌ها و مواد معلوماتی نیز در آن اضافه شده است که یقیناً برای فعال نگاه داشتن شاگردان در عملیهٔ تدریس مفید و مؤثر می‌باشد.

امیدوارم محتویات این کتاب که با استفاده از روش های آموزش فعال تألیف و تدوین شده است، مورد استفادهٔ شما استادان عزیز قرار گیرد. با استفاده از فرصت از اولیای محترم شاگردان تقاضا بعمل می آید تا در تعلیم و تربیهٔ با کیفیت دختران و پسران خود همکاری متداوم نمایند، تا به این وسیله اهداف و آروزهای نظام معارف بر آورده گردد و نتایج و دست آوردهای خوبی برای نسل جوان و کشور ما داشته باشد.

استادان و معلمان گرانقدر ما در تطبیق مؤثر نصاب تعلیمی رسالت و مسؤولیت بزرگ دارند.

وزارت معارف همواره تلاش می نماید تا نصاب تعلیمی معارف مطابق اساسات و ارزشهای دین مبین اسلام، نیازمندی های جامعه و منافع ملی و وطندوستی با معیار های جدید علمی ساینس و تکنالوژی انکشاف نماید.

به منظور نیل به این مأمول بزرگ ملی از تمام شخصیت های علمی، دانشمندان تعلیم و تربیهٔ کشور و اولیای محترم شاگردان تمنا دارم، تا با ارائهٔ نظریات و پیشنهادات رهنمودی و سودمند خویش مؤلفان ما را در بهبودبخشی بیشتر از پیش تألیف کتب درسی و رهنماهای معلمان یاری نمایند.

از همهٔ دانشمندانی که در تهیه و ترتیب این کتاب سهم گرفته اند، و نیز از مؤسسات محترم ملی و بین المللی و سایر کشور های دوست که در تهیه و ترتیب نصاب تعلیمی جدید، طبع و توزیع کتب درسی و رهنماهای معلمان زمینه سازی و یا همکاری های مادی یا معنوی نموده اند صمیمانه اظهار امتنان و قدردانی نموده تداوم همکاری های شان را آرزو می نمایم.

و من الله التوفیق

فاروق «وردک»

وزیر معارف جمهوری اسلامی افغانستان

Teacher's Guide
Grade Eight

Description of the Course

Dear Teacher!

English for Afghanistan Grade (eight) teacher's guide is divided into (sixteen) Units and it should be taught in 84 periods. There are four basic language skills among the lessons: *speaking, listening, reading,* and *writing* along with useful *vocabulary* and effective *grammar* structures. *Phonics* is carefully attended among the lessons in grade 7, 8, 9. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. The students must be trained in methods to use their eyes, ears and mind to read words and sentences with correct pronunciation and consequently understand their meanings very well.

It is obvious that learning a language is not a matter of acquiring a set of rules about the language. And it is not functional or practical for him to direct his efforts only at informing a large vocabulary to his students during the teaching. Instead it is very important for a teacher to pay his attention at the methods to enable students to use the rules and vocabulary effectively and successfully in their practical life.

Thus, students' expertise of a language is ultimately measured by how well he can use it, not by how much he knows about it. And students' command of a language will be judged not by how much he has got knowledge of the language, but how well he can apply and act upon it in public.

Common Goals

The common goals of the course are as follows:

- To make easy for students to regard English as a means of communication and to use it for a meaningful purpose.
- To contribute to the development of the students' linguistic, intellectual, social, emotional and physical skills
- To make the course more interested and enjoyable for students of the English language.
- To encourage students to speak English Language independently.
- To raise students' awareness of how language operates as a rule-based system.
- To hearten students to be actively involved in the learning process of English.
- To encourage students to reproduce language structure, and evaluate, their own progress through self-evaluation tasks.
- To give students confidence to develop independent learning strategies.
- To encourage student to co-operate with their classmates and help each other to learn English.
- To persuade students to develop a positive attitude towards others, and respect their own and different cultures of people.

The course has been designed with both the students' and the teacher's needs in mind and aims to contribute to education development in its widest sense.

Grammar Practice

Throughout the course there is a gradual input of basic grammatical terms so that students can gradually build up their knowledge of this language. This ability to use basic grammatical terms appropriately is important, if students are to be asked to work out rules for themselves and claim ownership of the language they learn. So the following grammatical terms are practiced in the course:

1. Students will be able to use verbs *be* present and past; *is, am, are, was, were* and verbs of *have, had*.

2. Present Continuous Tense: Students will be able to recognize the present continuous tense and form sentences.
3. Simple Present Tense: Students will have the ability to recognize the simple present tense and form sentences with third person, by adding *s, es, or ies* in the end of the verbs.
4. Simple Past Tense: Students will have the ability to recognize the simple past tense and form sentences with regular and irregular verbs.
5. Past Continuous Tense: Students will have the ability to recognize the past continuous tense and form sentences.
6. Present Perfect Tense: Students will have the ability to recognize present perfect tense and form sentences.
7. Past Prefect Tense: Students will be able to recognize the past perfect tense and form sentences.
8. Simple Future Tense: Students will have the ability to recognize the simple future tense and form sentences with *going to, shall* and *will*.
9. Future perfect tense: students will have the ability to form sentences in future perfect tense.
10. Future perfect continuous: students will be able to recognize the future perfect continuous and make sentences.
11. Active and Passive voices: Students will be able to make sentences in active voice and passive voice of the tenses.
12. Modal Auxiliaries: Students will be able to use the modal auxiliaries: *can, could, may, might, had better, shall, should, will, would, must* and *ought to*.
13. Students will have the ability to form positive and negative questions with auxiliary verbs including *do/ does* and *did.* They will also have the ability of making interrogative pronouns and adverbs.
14. Students will have the ability to answer questions beginning with auxiliary verbs and questions words.
15. Adverbs: Students will have the ability to form adverbs with- *ly* and *–ily*. They will have the ability to recognize exceptions like; *well, hard* and *fast*.
16. Articles: Students will be able to use definite and indefinite articles: *a /an/* and *the*. They will also be able to use *some, any, no, much, many,* and *a lot of* with countable and uncountable nouns.
17. Nouns: Students will be able to form the plural nouns with *–s, -es, -ves;* common irregular plurals: *men, women, and children, teeth* etc.
18. Pronouns: Students will have the ability to use personal, possessive, reflexive pronouns. They will also be able to use Apostrophe's'.
19. Adjectives: Students will have the ability to recognize and use the adjectives; regular comparison, irregular comparison: *good, bad, much / many* and *little.*
20. Prepositions: Students will be able to use common prepositions of place, time and direction.
21. Relative Pronouns: Students will have the ability to recognize and use *who / whom, which* and *that*. They will also be able to use the Miscellaneous Features; *this / that; these / those*.
22. Contracted Forms: Students will be able to use the contracted or shorten forms of helping verbs: *it's, I'm, isn't, wasn't, weren't, don't, didn't, hasn't, haven't, there's / it's, there're / they're,* etc.
23. Imperative: Students will be able to make the imperative sentences.
24. Direct and indirect speeches: Students will have the ability to use the direct and indirect speeches.
25. Conditional Sentences: Students will be able to make the conditional sentences.

Vocabulary Focus

Helping the students to develop a wide and rich vocabulary is an affective plan in the course. The vocabulary is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with students trying to bring to mind how much vocabulary they know about a particular

topic. Their knowledge is then broadened through interacting with the texts and activities in the units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout English for Afghanistan.

During the course, students are encouraged to look at different ways of storing words and expressions. Throughout the course, students are encouraged to develop their own personal dictionaries.

Vocabulary List

The vocabulary list contains of a list of the most important words in the Unit which provides a useful way for the students to check and revise what they have learned in class. More over, it is a useful resource for students who want to check their spelling of any key word in the Unit.

The Four Skills

English for Afghanistan course adopts multi-layered and meaningful four skills approach of *Listening, Speaking, reading* and *Writing*. These four Skills are systematically developed within an integrated framework.

1. Listening

To teach listening skill to students, teacher has to use audio cassette tape or to read aural texts himself. This will give the students the following opportunities:

- To practice the right pronunciation of words and correct articulation of structures presented in the input texts.
- To pronounce familiar core vocabulary correctly.
- To reproduce basic sound and intonation patterns of English
- To use familiar conversational formulas appropriately.
- To ask and answer questions about the topic areas.
- To develop the ability to participate in dialogues related to the topic area.
- To grasp the general idea of an aural text.

Phonics:

The main objectives of the phonics are:

a. To practice sounds of the vowel and consonant letters.
b. To help students to acquire mastery of mechanical skills of reading at the level of letter groups, words, sentences and paragraphs.

The good way of teaching phonics to students is reading in pairs.

- Read a word or a paragraph from the book aloud while the students follow it.
- Repeat the word or the text aloud phrase by phrase and get the students to repeat as a class, in groups and as individuals.
- Get the students to read the paragraph aloud to each other in groups. At all times monitor and check how the pupils pronounce and stress the words and sentences.

You must try to get students to correct their own mistakes, eliciting this with questions like; Are you sure? Is he/she correct? And what is the correct pronunciation or answer? You have to praise your students to feel proud of their achievements.

2. Speaking

To conduct the speaking stage of learning, you should pay close attention to the method of asking students about personal information through interviews, and other personalization activities. The activities are: to find real information about friends in the class; to ask for factual information about a topic; to express opinions about a topic or story; to play a game or tell a story.

Always offer praise for student's efforts regardless of the level of accuracy. Don't interrupt children by correcting them as they are speaking but praise their utterance and re-phrase it and repeat it correctly yourself.

3. Reading

To develop the reading ability of the students, different texts are provided to them. These texts include stories, letters, e-mails, and dialogues, factual pieces of information, games and instructions. Students are encouraged to read the texts; stories games, puzzles and songs.

For children to become fluent readers, it is important that they do not worry over every word, whether they are reading quickly the text for general meaning or scanning it to pick out specific information. It is very important in developing a positive approach to reading that children view it as an interesting challenge rather than a boring task.

While reading

Encourage children to work out the meaning of vocabulary as they come across it, using the context and the accompanying visuals to help them.

Post reading

It is important to get students to respond to their reading, not just answer some set questions. Enter into a dialogue with students about their reading. If it was a story, did they enjoy it? If it was factual text, what new things did they learn? What did they find interesting, strange, etc?

4. Writing

The writing activities in English for Afghanistan generally appear towards the end of a unit. To develop the writing ability of the students, you must begin with the simplest form of statement. It too often happens that students start to write composition before they are ready for it. And it is also not helpful for a student to spend his time into filling in blank spaces in ready-made sentences, and then expect him to produce a useful and correct composition.

Instead, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes at the pre-intermediate and intermediate stages. Controleed précis writing from questions and answers in the light of *reading passage*, will enable a student to master his writing skill, and bring him to a point where he will be capable of writing a composition with a minimum of error. In a more mature level where students begin to write short paragraphs about themselves or about the topics encountered in the units.

Correction

Students' work of writing may have some mistakes in their writing practice which is something natural in this stage. However, you have to be more careful in your correction and do not attempt to highlight and correct every error made by the students. It is demoralizing to children, and adults, to receive a piece of work covered in corrections and red marks.

Instead, encourage students to correct their own mistakes and increase their ability in this regard. Self correction is very useful because it raises students' awareness of what is relevant and accurate when writing. Apart from providing useful opportunities for students to work out or train their work of writing together.

Modern Method of Teaching

a. Process of Learning

Your role as a teacher in modern method of teaching in classroom is to facilitate leaning process for students. Acting as facilitator, you can start by providing language information, help your students to interact with each other; evaluate students' progress in language, and provide them feedback. There are several ways to manage your classroom;

1- By beginning with what your students already know about a topic.
2- By making certain that language is always supported by visual information.
3- By giving feedback on what students achieved and praising them for accomplishing tasks.

b. Medium of Teaching

You should use English language in class as much possible. To organize activities and give instructions for playing games, for giving support and praising the students, useful phrases of the language should be used during teaching. Students should gradually develop their use of English in their daily life, learn needed expressions and increase their vocabulary.

Here are some useful expressions and phrases of English to be used in classroom activities;

Organization

- Sit down.
- Come here, please.
- Put it here/ there
- Say it again.
- Stop now.
- Now you.
- Hold up/Show me a …
- Get into pairs/ groups.
- Wait
- Cut out the picture.
- Paint the Color
- Hands up
- Bring/Give it to me.
- Open your books at page…
- Repeat.
- Listen to me.
- Tell me…
- All together.
- Try to guess.
- Let's sing a song/ read/ listen to a story.
- Draw a…

Providing support and giving praise

- Good/ Very good.
- Yes, that's right.
- What a lovely picture!
- Well done.
- No, try again.

Game

- Let's play a game.
- It's your turn now.
- Who's next?
- You're out.
- Pick a card.
- Ready, steady, go
- Whose turn/ go is it?
- … … is the winner.
- It's a draw.

Some useful classroom phrases for children.

- Can I have the scissors/glue etc?
- I don't know.
- Sorry.
- Yes.
- Finished
- Here you are.
- It's my/ your turn.
- Thanks you.
- No.

c. Classroom Arrangement

It is very important to arrange needed materials for teaching to well organize students in the classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

Make sure you have provided students with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case children forget, lose, break, or spoil them.

Establish a routine so that children know where to find and return materials, how to organize the class layout for activities, etc. organize your classroom so that important equipment is within easy reach of all the children during an activity.

The organization of your classroom is very important. Clear instructions are essential when organizing the class for an activity; always make sure children know exactly what they are doing before they start. Children should see and hear a modal of the activity. Or the language they are expected to produce, so that they understand clearly what to do.

d. Classification of Students

Although it can be more suitable for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language

activity in itself. Varying the combination of students in groups provides the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.

A certain amount of noise is inevitable with pair and group work, if the class gets too noisy; use one of the following strategies to make the students quiet.

- Raise your arm up in the air and wait for students to do the same. As they put their arms up they should stop talking.
- Start counting slowly and clearly in English – the class tries and achieves silence in fewer and fewer seconds.

e. Engagement of Students

As you are teaching the whole class, you have to make your location visible and attractive for all the students. Consequently, they will be able to see you when you are speaking, holding up a picture, pointing at the board, or writing and drawing on the board. It is very significant to provide opportunities for each student to interact with his classmates and work together in pairs or groups.

f. Setting up Groups

To well-organize group work in class, you have to make certain that students are facing one another and not spread out in the class, which would create a lot of problems in organizing group work in the classroom. Therefore, the following arrangements are proposed to help you set up pair work and group work effectively:

- You have to make certain that students have had plenty of opportunity to practice the language needed for the activity.
- You must classify your students in pairs and groups.
- You should provide students with a very clear modalof the task or activities performed by you and a confident student in the class, or choose a pair to practice it in front of the class.
- You have to make certain that the pair or group activity doesn't go on too long.
- You should not interrupt when a child is saying something. After the child has finished speaking, you can use correct English to gently rephrase what the student was trying to say.
- Try your best to build up students' confidence in attempting to say things in English, even if their work is not accurate in your mind.
- When students do start producing language they make mistakes, you have to correct them gently, and praise their attempts for doing a good job.
- If possible, find a place in which the materials produced by the students can easily be displayed. For example, use the classroom walls if possible, or a corner of the classroom.
- Display should be decorated attractively; using card of different colors, cut-outs with English designs, and other materials that children bring to the class with them. Change the decoration form time to time.

Encouraging students and displaying their work gives them status, as well as enhancing the learning environment of the classroom. It gives students a real sense of pride and ownership of their work.

Final Points:

1. You have to write the date in English on the board at the start of your lessons. You may call your students to write the date on the board. The form 13/03/2009 (day/month/year) is the most suitable way of writing the date.
2. You should use a suitable language for greeting in the beginning and leaving your class. To make your students familiar with different forms of greetings, your greetings language should be different in class from day to day.
3. Encourage students to cover their books and to keep them in good condition.
4. You should carry a wet cloth to clean the board before you start your class.
5. Give your students a strict warning that they must not do any of the exercises in their students' books.
6. If they were in need to write something in students' books, tell them to use a pencil, rather then a pen.

* * *

Preview of the Book

Unit	1	2	3
Topics & Speaking	**Talking about free time** - talk about free time - talk about abilities - talk about things you like.	**Time around the world** - ask for and tell the time. - describe what people are doing.	**Weekends and holidays** - name weekend and holidays activities. - ask and answer questions about tine and activities.
Grammar	Modal auxiliary: **can**	-present continuous: Affirmative, negative and questions sentences.	Simple Past tense: - regular verbs. - irregular verbs.
Reading	Read a paragraph about ways to spend your free time	Around the world in eighty days	Useful Holidays
Vocabulary	Parts of speech Nouns, Verbs, adjectives, adverbs and prepositions	Parts of speech Nouns, Verbs, Adjective, Adverbs and prepositions.	Parts of speech Nouns, Verbs, Adjective, Adverbs
Listening & Phonics	Long "U" sound, like: Uniform and glue	- Listening to the father's timing. - Listening to instructions.	- talking about weekend activities. - R blends
Writing & Word list	Writing a paragraph about their like and dislikes	Write a paragraph about things your and your family do.	Writing a paragraph describing partner's weekend activities.

8	7	6	5	4
REVIEW	**Daily life** - talk about daily activities. - talk about work and school.	**Greetings** - introduce people. - exchange personal information. - ask and answer questions.	**Famous people** - talk about things that happened in the past. - ask and answer questions about past events	**Review**
	- adverb of frequency: Always, usually, often, sometimes, seldom, rarely, never.	Simple present tense: - Wh questions with Be. - subject pronouns. - possessive adjectives	Simple past tense: Past tense with Be.	
	a day in the life of a tourist guide.	Greetings around the world	Passage about Prophet Mohammad (Peace be upon him)	
	Parts of speech Nouns, Verbs, Adjective, Adverbs and question words	Parts of speech Nouns, Verbs, Adjective and Adverbs	Parts of speech Nouns, Verbs, and Adjective	
	-describing a working day. - Short **'i'** sound	Completing a table about greetings. Long “a” sound.	- talking about a famous person. - S blends	
	Writing a paragraph describing a job.	- writing a paragraph about themselves. - how to write paragraph.	Write about the life of a famous person.	

11	10	9
At the doctor's - talk about illness and health problems. - give advice. - make appointments.	**Memories** - talking about past events and experiences. - describe people's characters. - Talking about ailments.	**On the road** - ask for and give directions. - give instructions. - Talking about lost items. - Finding the owner of an item.
Should as advice. Questions with the past tense of Be.	Simple past tense - questions with Wh words. - Regular and irregular verbs. Direct and indirect objects.	Preposition of place: In, on, at, over, after, in front of, across from.
Dairy writing	A memorable day.	Map reading
Parts of speech Nouns, Verbs and Adjective	- Parts of speech Nouns, Verbs, Adjective and Adverbs	Parts of speech Nouns, Verbs, Adjective and Adverbs
Listening to a description of health problem. - oo and u sounds.	Listening to a description of a friend. -Short "**u**" and short "o" sounds.	- giving directions. -Short **'a'** and short "u" sounds**.**
Dairy writing.	Write a paragraph about a special memory.	Writing direction.

14	13	12
Do you know? - talk about world record. - describe things and make comparisons. Talk about distance and measurement.	**Cities and Places** - describe cities and places. - make comparisons.	**Review**
Superlative adjectives: - one syllable adjectives. - two syllable adjective ending in “y”. - other two and more syllable adjectives. - Irregular adjectives. How + adjectives	Comparative adjectives: - short adjectives. - two syllable adjectives ending in “y”. - other two and more syllable adjectives. - irregular adjectives. -	
The biggest mall in the world.	Read about famous cities.	
Parts of speech Nouns, Verbs, Adjective and superlative adjectives	Parts of speech Nouns, Verbs, Adjective, comparative adjectives and Adverbs	
-Listening for information about world records. - Long “e” sound.	Listening to comparison of two cities. - Long **“a” sound.**	
Writing a descriptive paragraph about a mosque.	-Writing a paragraph about a city.	

16	15
Review	**Tips and Rules** - talk about rules and give tips. - talk about how people do things.
	No + Verb (ing). Modals: have to, must, can.
	Test taking tips
	Parts of speech Nouns, Verbs, Adjective and Adverbs
	-Listening to the people given tips to solve problems. - Long **"i"**
	Writing a paragraph about school and classroom rules.

Table of Content

Unit 1

Talking about free time

In this unit you are going to:

- **talk about free time.**
- **talk about abilities.**
- **talk about things you like.**
- **ask and answer questions with can.**
- **write a paragraph about yourself.**



1

Unit One
Lesson one

Objectives of the unit:
- talk about free time.
- talk about abilities.
- talk about things you like.
- ask and answer questions with can.
- write a paragraph about yourself.

Objectives of the lesson:
- to talk about free time.
- to learn the "Modal auxiliary verb Can"
- to talk about their abilities

-Period: (45) minutes.
-Pages:2-3
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and apply their names on their figures, if there were any new students in the class. (5minutes)
- Ask the students to look at the cover of the Student Book. Hold up your copybook, point to the pictures on the cover in turn and ask! What is this? Call each student by name and elicit response from them about the pictures.
- Hold up students Book again. Ask! What can you see? Or point and ask! What is this? --Encourage the students to name anything else they can name from the cover.
- Ask the students if they can remember any of their favorite events or stories from the book. Organize them in small groups of 3 or 4. Give them time to think about the stories and events and remind each other.
- After a few minutes, ask the students to tell you about their favorite stories. They might be able to say something about their favorite events and stories. Then link them to the new lesson

Step two

- **Brainstorming:** In order to make the students concentrate on their lesson, ask them some questions to direct them towards the main idea of the lesson.
  - I like listening to the news in my free time. What do you like doing in your free time?

Step three

- **Talking about free time:** Write the topic of the lesson on the board, **(Talking about free time)**.Exemplify the topic by saying one or two sentences like:
  1. I am reading a magazine in my free time.
  2. I am listening to the news in my free time.

- Write the questions in talking about free time section on page 2 of the book on the blackboard and call the students by name to answer them.
  1. What are the people in the pictures doing?
  2. What do you do in your free time?
  3. What is your favorite hobby?
- To make your teaching process more effective, you can use teaching materials that are available in the class like: model, pictures, cards, flash cards.

Step four

- **Conversation:** What is a conversation? It is (a) talk between two or more people in which thoughts, feelings and ideas are expressed, and questions are asked and answered.
- Get the students to look at page 2 of the book and make them look at the conversation between Amina and Latifa. Read the conversation aloud and get the students to listen to it. Then ask them to read it once again. Divide the students in pairs (those who are sitting side by side) to practice the conversation on their own. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns. At the end ask the following questions about the conversation:

  1. Who goes for the drawing class every Tuesday? Amina.
  2. What does Amina like to do? Drawing.
  3. Can she draw? No, she can't draw.
  4. Can Latifa sew? No, she can't.
  5. Can Latifa use a computer? No, she can't use a compute either.

Step five

- **Grammar:** Can **is a modal verb which is used to describe the following ideas: Ability, permission, request, possibility, polite offers for helps. But here we want to use it for (ability): to be able to.e.g:**
  1. I can speak English. (It means I am able to speak English.
  2. I can play football. (It means, I am able to play football.

Negative form:

  1. I can not speak French. (It means I am not able to speak French.
  2. I can not play volleyball. (It means I am not able to play volleyball.

- Write the contracted form of **can not (can't) on the blackboard and say/show that it is equal to can not, we omit the (no) letter and instead write apostrophe ('), then (t) letter at the end.** Ask the students some questions, e.g.
  1. Can you read French?

  Thus practice more questions and answers with your students.
- Read the grammatical box aloud and ask the students to listen carefully then ask one or two students to read it once again.
- Let the students to look at the pictures and complete the sentences.

Exercise solution:

1. I can read English.	4. He can draw.
2. She can sew.	5. I can work on the computer.
3. I can write stories.	6. They can cook.

- Ask the students to read the above sentences and use them for their abilities, e.g. One student may say. I can ride a bicycle.

Step six

- **Speaking:** Tell the students to ask about each other's abilities to practice together, first ask one or two students to read the words and phrases in the box aloud. Then divide them in pairs to ask and answer questions like the given example in speaking section of page 3 of the book, e.g.
  Can you count up to one hundred? Yes I can. No, I can't.

Step seven

- **Homework:** Ask the students to make at least 5 sentences with the auxiliary Can, and change them to questions and answer them.

Unit One
Lesson two

Objectives of the unit:

- talk about free time.
- talk about abilities.
- talk about things you like.
- ask and answer questions with can.
- write a paragraph about yourself.

Objectives of the lesson:

- talking about things you like.
- increasing words ability
- learning the use of "Like"+ verb(ing) or Gerund

-Period: (45**)** minutes.
-Pages: 4-5
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- **Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.**
- **Write the date on the board, or you may call your students to do so.**
- **Take the attendance of the students in the class and collect their copies of homework for checking.**
- **Ask the students some questions about their previous lesson and link them to the new lesson.**

Step two

- **Brainstorming**: In **order to make your students concentrate on their lesson, ask them some questions like:**
- **Is it right to take something without permission?**

Step three

- **Vocabulary:** Ask the students to look at page 4 of the book. Hold up your book and ask them, "What do you see in the pictures"? Wait for a moment to get response from the students. Then let them match the pictures to the hobbies.

Exercise solution:

1. 3 = swimming
2. 2 = balling
3. 1 = fishing
4. 4 = playing basketball

- Besides, you can increase the words ability of your students in another way; Write some words on the board removing one letter from the beginning, e.g. –wimming, ishing, and ask some of the students to come in front of the class and complete them. If anyone fails to complete, ask another student to correct it.

Step four

- **Conversation:** Get the students to look at page 4 of the book and listen to the conversation between Nawab, Farhad, and Akram. Read it aloud and get the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students into groups of three to practice the conversation with their partners silently. Then ask some groups to read the conversation aloud. After that ask one or two groups to come in front of the class and act out the conversation as a role play. At the end ask some questions about the conversation.
  - Who likes reading? Nawab likes reading.
  - How many books does Nawab read in a week? He reads one book in a week.
  - Whose social study books are these? These are Farad's brothers social study books.

Step five

- **Grammar. Like+ verb(ing) is Gerund.** A Gerund is a word that ends in (-ing), which is made from a verb, and is used like a noun. In the sentence "Every one enjoyed her singing: The word "singing" is a gerund. The Gerund can be used:
  1. As subject of the sentences. **Seeing** is believing.
  2. As object of the sentence. Stop **playing**.
  3. As object of prepositions. I am tired **of waiting**.
  4. As complement of a verb. What I most hated is **smoking.**

  Negative sentences:
  5. I don't like swimming.
  6. I don't like cheating.
- Ask the students about things they don't like? Wait until get response from them.
- Write the definition of gerund on the blackboard with some clear example and ask the students to write the definition in their notebooks. Then ask some of the students to make sentences by using gerund.
- Let the students to read the paragraph silently and choose the correct verbs from the parentheses, then ask them individually to read the sentences one by one.

Exercise solution:

(**Do**) you like cooking? Yes, it's my hobby. I always try out new recipes. I also like (**buying**) cooking books. Every week my friend Nargis comes to my house. She (**doesn't**) like (**cooking**) but she likes (**eating**) the food I make.

- Write this question "What do like doing after school?" on the blackboard and ask it from some of the students.

Step six

- **Reading:** Let the students to read the paragraph silently and check the sentences written above true or false.
- Read the paragraph aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns. Then ask some of the students to read it paragraph by paragraph. Afterwards ask some of other students to read the sentences they have marked and check whether they marked correctly or not.
- Divide the students in pairs to discuss the questions in part B.
  1. Which of the above hobbies would you like to try?
  2. Why do you think exercising is must?

Step seven

- **Homework:** Ask the students to write a paragraph about the given questions:
  - What do you do after school?

Unit One
Lesson three

Objectives of the unit:
- talk about free time.
- talk about abilities.
- talk about things you like.
- ask and answer questions with can.
- write a paragraph about yourself.

Objectives of the lesson:
- to ask and answer questions with “Can”.
- to write a paragraph about yourselves**.**

-Period: (45) minutes.
Pages: 6-7
-Teaching method: oral, visual, display, discussing, questions/answers and role l play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions. Like:
  - Can I take an interview from you?

  What is your name? What’s your father’s name? How old are you? Which grade are you in? What is your favorite color? Which subjects do you like? And what would you like to be in the future.

Step three

- **Listening:** Ask the students if they have pencils with them. Then ask them to make a table in their note-books.
- Take an interview from one of your students, other students should listen and fill the table in their notebooks .e.g.

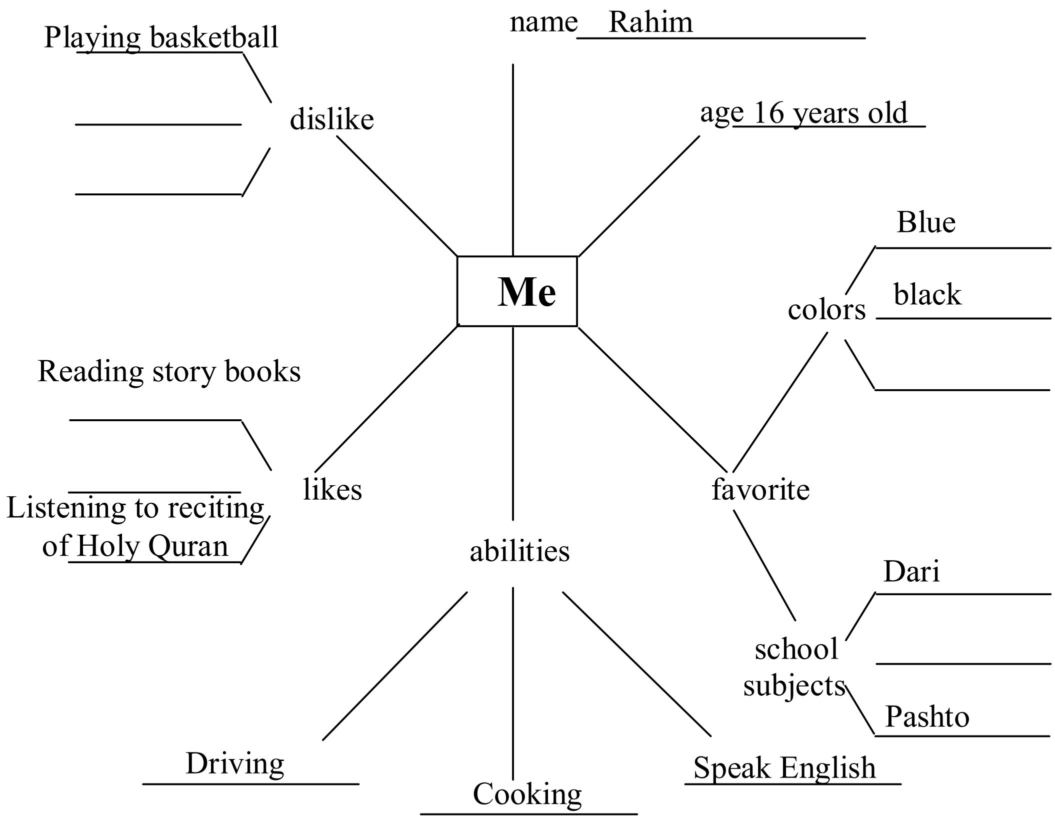
What is your name?	Ahmad
How old are you?	fourteen
What is your favourite color?	Blue
What do you like doing in your free time?	swimming
What don’t you like to do?	Playing basketball

- Ask your students to write a paragraph about the interviewed students by using the information they have completed in the table, e.g.
His name is Ahmad. He is fourteen years old. His favorite color is blue. He likes swimming, but he does not like playing basketball.
- Ask some of the students to stands in their places and read the paragraph they written.
- Choose one or two pairs to come in front of the class and take an interview from each other. If they have a microphone or its model, it would be very positive for the students to understand the lesson perfectly.

Name	
Age	
Favorite color	
Free time	
Dislikes	
School	
Class	
Subject you like	

Step four

- **Writing:** Draw the form in writing section of page 7 on the blackboard. Ask your students to complete the form about themselves in their notebooks. Complete the form about yourself in order to help your students.



- Tell the students to use the information they have used in the web to write a paragraph about themselves in their notebooks. Then ask some of the students to read their paragraphs aloud.

Step five

- **Homework**: Ask your students to interview one of their classmates and write a paragraph about him/ her.

Unit One
Lesson four

Objectives of the unit:
- talk about free time.
- talk about abilities.
- talk about things you like.
- ask and answer questions with can.
- write a paragraph about yourself.

Objectives of the lesson:
- to understand the long U sound. Uniform/glue.
- to learn phonics rule for "U" sound.
- to solve all grammatical points & vocabularies.

-Period: (45) minutes.
Page: 8-9-10-11
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate to their lesson ask some questions. Like:
  - Uniform/glue. How do our lips take shape when we pronounce these words?

Step three

- **Phonics:** Phonics is the science of studying sounds and symbols for learning a language. Phonic is the study about how the sound is created and how it changed. Or it is a method of teaching people to read based on the sounds that letters represent.
- Write the definition of phonic on the blackboard and ask the students to write it in their notebook.
- Write the topic of the lesson on the board. **(Long u sound**s) then pronounce **uniform/glue** very carefully and loudly with demonstrating how the lips take shapes and ask the students to repeat after you. Then ask some of the students to read the world aloud.
- Explain the first and second rules very clearly and then give examples for them.
  - **1st Rule. When two vowels are together, the first vowel usually has the long sound. The second vowel is silent. You can hear the long u sound in the words; fuel, glue, uniform, unique, clue, suit.**

- **2nd rule. A vowel usually has the long sound when a consonant and (e) comes after it. The e is silent. You can hear the long u sound in the words; mute, cute, rule, June, dune.**

- Read and pronounce the words in part A of page 8 aloud and ask the students to listen carefully and circle the letters for long u sound. Then ask some of the students to read the words aloud and say whether it has long "u" sound.
- Read the words aloud and let the students to listen and tick the ones that have long "u" sound. Then ask the students individually to read the words they have ticked. Try to correct and praise them. **Clue, fuse, unique, June, flue, rule)**.

<u>Step four</u>

- **Grammar summary:** In this lesson the students will read the summary of the grammatical points that you have learned in your previous lesson.
- Write the topic of the lesson on the board, explain briefly the grammatical structure of (like+ verb(ing) and the modal verb (Can) for ability once again.

  1. Like+ verb (ing):

  For the subjects pronounces:

  (I, we, you, they**) like playing** football.

  Negative form: (I, we, you, they) **don't like playing** football.

  But for the first person singular subject pronounces:

  (He, She, It,) **likes playing** football. (This is singular **(s)** which comes at the end of the verb like).

  Negative form: (He, She, It) **doesn't like playing** football.

  Ask the students to read the grammatical chart quickly.
- Write the verb **(can for ability): to be able to** on the blackboard, then explain:

  Can is a model verb which is used for ability or to be able to, e.g.

  1. I can speak English. (It means I am able to speak English.
  2. I can play football. (It means, I am able to play football.

  Negative form:

  1. I can not speak French. (It means I am not able to speak French.
  2. I can not play volleyball. (It means I am not able to play volleyball.
- Write the contracted form of can not (can't) on the blackboard and show that it is equal to can not, we omit the (no) letter and instead of these two letters write the apostrophe **(')**, then (t) letter at the end.
- Ask some of the students to read the sentences written in the tables of grammar summary section on page 9 aloud.
- Let the students to read the sentences written below the tables in grammar section of page 9 silently and choose the correct verb that complete the sentence. Then ask some of them to read the sentences one by one. If anyone fails to read the sentences correctly ask another student to read it.

Exercise solution:

a. Can they (**play**) tennis?
b. We don't like (reading).
c. I can (swim).
d. Fariba and Lailuma don't like (watching) TV.
e. Mariam doesn't like (**cooking**).

<u>Step five</u>

- **Speaking:** Divide the students in pairs to ask and answer questions by using the words and phrase from the table in speaking sections of page 9. e.g.

  Student 1: Can you count to twenty?

Student 2: Yes, **I can / No, I can't**.

Step six

- In this exercise, you can check the understanding level of your students by asking questions and getting short answers of **(Yes, No).**
- Ask the students to write Yes/ No questions with **(can)** by using the words in the chart in their notebooks, and then check their "yes" and no responses according to their opinions. Sum the total of all "Yes" and "No" answers. e.g.
  1. Can a woman be a police officer? Yes, she can.
  2. Can a woman be an engineer? Yes, she can.
  3. Can a woman be a good nurse? Yes, she can.
  4. Can a man be a good cook? Yes, he can.
  5. Can a woman work as a secretary? Yes, she can.
  6. Can a man be tailor? Yes, he can.
- In this exercise you can evaluate further understanding of the students by eliciting reasons for their (Yes, and No,) and for their given numbers. Arrange a group of 10 students to ask and answer the questions by using table of part B and take the opinion of each student in the group. Write the total numbers of "yes" and "no" answers in each column.
- Let the students to compare their opinions with each other and give reasons for their answers. e.g. Some women can't be a police officer. Some of them can be a police and most of them can't to be a police officer? Why not?

Step seven

- **Writing:** Get the students to write answers for the questions giving in writing section of page 10. Then call them by name and ask "What do you like/ dislike doing on …..." ,e.g.

Step eight

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step nine

- **Homework:** Ask your students to use the words in vocabulary list in sentences into their notebooks.

Unit 2

Time around the world

In this unit you are going to:

- **ask for and tell the time.**
- **describe what people are doing.**
- **write a paragraph about things you and your family do.**
- **use present continuous tense in various forms of sentences.**



12

Unit two
Lesson one

Objectives of the unit:

- talk about free time.
- ask for and tell the time.
- describe what people are doing.
- write a paragraph about things you and your family do.
- use present continuous tense in various forms of sentences.

Objectives of the lesson:

- ask for and tell the time.
- to describe what people are doing?
- to learn the "present continuous Tense" (Affirmative, Negative, Questions).

-Period: (45) minutes.
-Pages: 13-14
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Write the date on the board, or you may call your students to do so.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming.** In order to make your students concentrate on their lesson ask them some questions. Like:
  - What time is it? It's 8.00 am.
  - Do you know when it is 8:00 in Afghanistan what time it will be in India?

<u>Step three</u>

- **Discussion:** Write the topic on the board **(time around the world).** Use a clock or mobile as a lesson material in the class. Talk bout time in Afghanistan and compare it with other countries, and find out the time that is ahead or behind from Afghanistan? Then ask your students if they know the time in London, America, etc? and let the students to use clock or their mobiles phone for the answer.
- Write the questions in discussion section of page 13 on the blackboard. Read the questions aloud and call the students by name to answer. If anyone fails encourage him/ her to find out about the time from his/ her geography teacher.

Exercise solution:

1. What time is it in Afghanistan? It's 1:00 AM in Afghanistan.
2. What time is it in India? It's 2:00 AM in India.
3. How many hours is India ahead from Afghanistan? One hour India is ahead from Afghanistan.
4. What geographical region is ahead of another region? According to time.

Eastern region of the Greenwich Time is a head from the western region, e.g. Kabul time is four and half hours a head from London.
Note: Greenwich Time is 0^{o} of Meridian.
Meridian: A meridian is an imaginary line from the North Pole to the South Pole. Meridians are drawn on maps to help you specify the position of a place
A.M: Anti-Meridian or before noon.
P.M: Past-Meridian or after noon.

Step Three

- **Conversation:** Get the students to look at page 13 of the book and make them to look at the conversation between (Sidiq and Rahman). Read the conversation aloud and get the students to listen to you. Then ask one pair or two pairs to read the conversation once again. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Afterwards ask one or two pairs to come in front of the class and say it as a role play. At the end ask the students some question about the conversation.e.g.
  1. Who is calling Sidiq? Rahman is calling Sidiq.
  2. Is Sidiq calling from the airport? Yes, he is calling from the airport.
  3. What is he asking for? He is asking for a favor.
  4. How many hours Malaysia is a head from Afghanistan? Eight hours Malaysia is ahead from Afghanistan.

Step Four

- **Grammar:** Write the topic of the lesson on the board: **Present continuous tense.** Present Continuous Tense expresses an action or an activity which is happening right now or at the moment of speaking, e.g.

Affirmative sentences – Present Continuous	Negative sentence – Present Continuous
You **are** travel**ing** to Japan now. He **is** call**ing** from the airport.	You **are not** travel**ing** to Japan now. He **is not** call**ing** from the airport.

  1. You are learning English now.
  2. He is asking question now.

(Subject+ be (verb)) +verb(ing) +complement)

- Write the definition of (Present Continuous Tense) with different example on the blackboard and ask your students to write it in their notebooks. Then ask some of the students to make some Affirmative present continuous sentences.

Negative form of Present Continuous Tense
  1. You are not learning English now?
  2. He is not asking questions now

- Ask the students to make some Negative present continuous sentences.

Yes/No questions
  1. Are you learning English now?
  2. Is he asking questions now?

The structure of Yes/ No questions
Be verbs (is, am, are) + subject+ verb(ing) + complement?
We put question mark (?) at the end of interrogative sentences.

- Ask the students to make some present continuous Yes/ No questions.

Yes / No Questions – Present Continuous		
Are you traveling now? **Is** he call**ing** from the airport?	**Yes,** I am. **Yes,** he is.	**No,** I am not. **No,** he is not.

- Ask the students to look at the pictures, complete the questions and answers.

Exercise solution:

1. Is the flight attendant serving food? No, she isn't .She is serving drinks.
2. Is the old man looking out of the window? Yes. he is.
3. Is the lady talking to her daughter? No, she isn't. She is feeding her.
4. Are the boys watching the movies?
5. Is the young man sleeping?

- Divide the students in pairs, one student writes a verb in a card or piece of paper and mimes and second student guess what the verb is.

Step Five

- **Speaking:** Divide the students in pairs to speak about time in the world.
  St1: It's 6:00 in Afghanistan. What time is it in Tokyo?
  St2: Tokyo is three and half hours a head, so its'9:30 in Tokyo.
  St1: It's 2:30 in Afghanistan. What time is it in Abu Dhabi?
  St2: Afghanistan is one and a half hour ahead, so it's 1:00 in Abu Dhabi.

Step six

- **Homework:** Ask your students to write a paragraph about how the clock invented.

Unit two
Lesson two

Objectives of the unit:

- talk about free time.
- ask for and tell the time.
- describe what people are doing.
- write a paragraph about things you and your family do.
- use present continuous tense in various forms of sentences.

Objectives of the lesson:

- to write a paragraph about things you and your family do.
- to use present continuous tense to various forms of sentences.

-Period: (45) minutes.
-Pages: 15-16
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step One

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions. Like:
  What time is it? It’s 10 past 5. It’s 5-10.

Step three

- **Vocabulary:** Write the topic on the board. Take the clock and show the students the fix time. It is five past three. It is three and five. And so on. Ask the students what time it is. Wait until you get response and correct them if they are wrong.
- Ask your students to look at the pictures of clock in part B of vocabulary section. Call them by name and ask “What time is it?” and show the picture. If anyone couldn’t answer let another student to answer it.
- Divide the students in pairs to practice part C of vocabulary section. Tell them to ask questions and answers from each other about the activities he/ she does at these times. e.g.
  It is 25 to five. Mariam, what do you do at this time? I am leaving my English course at this time.

Step four

- **Listening:** Read the text aloud and ask your students to listen carefully, then read the paragraph again and ask the students to complete the table in part B of listening section.

	gets up	goes to mosque	has breakfast	leaves for the office
Father's timings	4:14	4:30	6:00	7:30
Teacher's timings				

- Dear teacher talk about your timing the same as the given paragraph about father's timing on the book and ask your students to complete the second row of the table in part B of the listening section.

<u>Step five</u>

- **Reading:** Read the text two times aloud and get the students to listen carefully. Ask the students to read it paragraph by paragraph.
- Let the students to read Mr. Fogg's record and then answer the questions.

Mr.Fogg's record

City	Leaves	City	Arrives
London	Wednesday, October 2nd 8:45 p.m.	Paris	Thursday, October 3rd 7:20 a.m.
Paris	Thursday, October, 3rd 8:40 a.m.	Swiss	Wednesday, October, 9th 11:00 a.m.
Swiss	Wednesday, October 9th 5:00 p.m.	Bombay	Sunday, October 20th 12:00 noon.
Bombay	Sunday, October 20th 8:00 p.m.	Hong Kong	Tuesday, November 6th 6:00 a.m.
Hong Kong	Thursday, November 8th 5:00 p.m.	San Francisco	Wednesday, December 3rd 7:00 a.m.

Exercise solution:

1. When does Fogg reach to these cities?

   a. Swiss: <u>On Wednesday October 3rd at 7:30.</u>
   b. Hong Kong. On Thursday, November 6th at 6.00.
   c. San Francisco. On Wednesday, December 3rd at 7.00.

2. What lesson do you learn from this story?

   Having a strong decision in our life for doing something is advised in the story. It means that if we have a strong decision, it will make us successful. (Decision is the first choice of our success).

<u>Step Four</u>

- **Homework:** Tell the students to complete the table about their timings.

Unit two
Lesson three

Objectives of the unit:

- talk about free time.
- ask for and tell the time.
- describe what people are doing.
- write a paragraph about things you and your family do.
- use present continuous tense in various forms of sentences.

Objectives of the lesson:

- to find out the time.
- writing a paragraph about things Sidiq's family do in Japan.

-Period: (45) minutes.
-Pages: 17-18
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, e.g.
  - What's the time in Afghanistan now? It's 3:32 PM.
  - Can you tell us what time is it in Pakistan?

<u>Step three</u>

- **Speaking:** Read the text aloud and then ask some of the students to read it once again. Tell the students to work with their partner for finding out the following questions. Then tell them to ask and answer questions about it.
  1. They arrive in Japan according to Afghanistan time by 3:30 a.m.
  2. The local time in Abu Dhabi. 12: 30 pm
  3. The local time in Japan. 6:30 a.m.

Step four

- **Writing:** Ask the students to look at the pictures and describe what Sediq's family is doing, and at what time?
  1. Sediq and his family are in Abu Dhabi now. It is one o'clock in the afternoon. They are offering the afternoon pray.
  2. Sediq and his family are in Abu Dhabi now. It is two o'clock in the afternoon. They are eating their lunch now.
  3. It is three o'clock and Sedia and his family are walking in the bazaar.
  4. It is four o'clock and they are going to fly.

Step five

- **Homework:** Look at the pictures, Sediq's family on page 18 and write a paragraph about them what they are doing and at what time?

Unit two
Lesson four

Objectives of the unit:

- talk about free time.
- ask for and tell the time.
- describe what people are doing.
- write a paragraph about things you and your family do.
- use present continuous tense in various forms of sentences.

Objectives of the lesson:

- to learn the Phonic L blends sounds. (Flag, clay, plant).
- to have a review from all grammatical points, Reading & vocabulary.

-Period: (45) minutes.
-Pages: 19-20-21-22
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

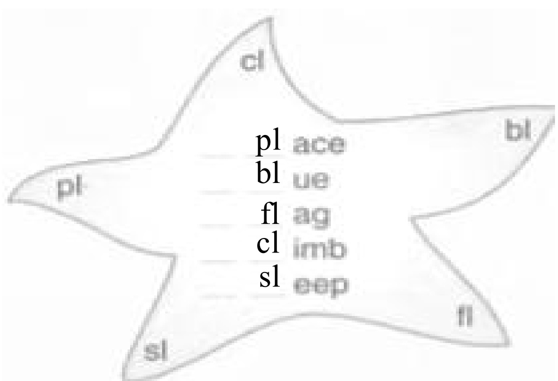
Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions.
  1. How do you pronounce these words, flag, clay, plant?

Step three

- **Phonic:** Write the topic of the lesson on the board**. (Phonic (L blends)**
  L blends are the L sound with another consonant like: **flaq, clay and plant.**
  Rule: A consonant blend is two or more consonants that are together. The sounds blend together. Each sound is heard.
  You can hear an L blend at the beginning of **clay and plant.**
- Read the words in part A of page 19 aloud and ask your students to repeat them after you. Then ask some of the students to read the words aloud.
- Write each blend once to make a new word.
- 

- Ask the students to think of more words that start with "L"blend?

Step four

- **Grammar Summary:** Write the topic on the board "Present Continuous Tense Yes/No questions".
- Ask a few students to make some questions in present continuous tense and ask some others to answer their questions, e.g.
  1. Am I teaching English? Yes, you are. No, you are not.
  2. Are you listening to the teacher? Yes, we are. No we are not.
  3. Am I teaching English? Yes, I am. No, I am not. Or: Yes, you are. No, you are not.
- Then read the grammatical chart in the book, choose one or two pairs to read the present continuous questions and answer each questions one by one from the chart.

Exercise solution:

1. I am trying to get through to Sohail.
2. Who are you calling?
3. I am watching T.V when my father arrives from duty.
4. Shokoor is playing Volleyball in the garden.
5. Shazia is cooking lunch.

Step five

- **Speaking:** Ask the students to look at the clock in the map, and make questions about time and ask them from the students. It is necessary for the teachers to bring a clock as lesson material and work with the students about the times around the world. And it is the easiest method for both English teachers and the students to use clocks and mobiles, these two existing models will make our lesson more interesting and useful, e.g.
- Divide the students to ask and answer questions about the time around the world.

For example:

St A: what's the time in London?
St B: It's Friday 3.am in London.
St A: Are the people sleeping?
St B: Yes, they are/No they're not

Step six

- **Reading:** Ask the students what they see in each picture? Wait to get response about each picture. Help the students with their own sentences indirectly. It means do not stop them while they express their opinions; try to correct them indirectly by repeating their sentences.
- Read the paragraphs aloud and ask the students to listen carefully. Then ask the students to read each paragraph one by one.
- Ask the students to read the paragraphs silently and match them with their correct pictures. When they finished matching ask them individually to say what picture belongs to which paragraph.

Exercise solution:

A=3
B=4
C=2
D=4

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

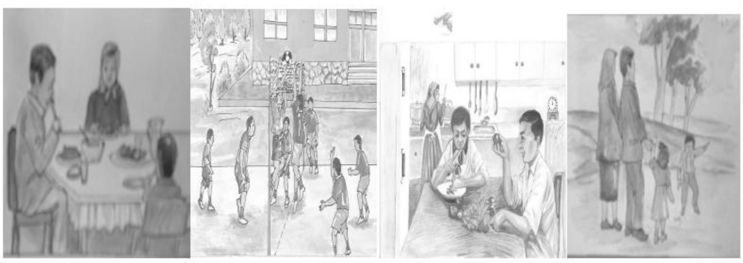
- **Homework:** Ask the students to memorize the rule for L blends, and practice it in different words

Unit 3

Weekends and Holidays

In this unit you are going to:

- **name weekend and holidays activities**
- **say the past tense of regular and irregular verbs**
- **ask and answer questions about time and activities**



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Unit three
Lesson one

Objectives of the unit:

- name weekend and holidays activities.
- say the past tense of regular and irregular verbs.
- ask and answer questions about time and activities.

Objectives of the lesson:

- to name weekends and holiday's activities.
- to Say the past tense of regular and irregular verbs
- to learn the rules for regular and irregular verbs

-Period: (45) minutes.
-Pages: 24-25
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lessons ask them a few questions.
  1. What do you do on your weekends?
  2. Where would you like to go on weekends?

<u>Step three</u>

- **Discussion:** Get the students to look at the pictures in discussion section and ask what are the people in the pictures doing**?** E.g.
  1. He is riding a horse.
  2. He is cleaning the window.
  3. He is using a computer.
  4. He is visiting his friend.
  5. He writes a letter.
  6. They are playing volleyball.
  7. He is drawing a picture.
- Get some of the students to come in front of the class and ask them "What do you do on your weekends?" let the students to talk about their activities.

<u>Step four</u>

- **Conversation:** Get the students to look at page 13 of the book and make them to look at the conversation between (Qudsia and Sara). Read the conversation aloud and get the students to listen to you. Then ask one pair or two pairs to read the

conversation once again. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Afterwards ask one or two pairs to come in front of the class and say it as a role play. At the end ask the students some question about the conversation. e.g.
  1. Who are the heroes of the dilouge? Qudsia and Sara are the heroes of the dialogue.
  2. What did they talk about? They talked about their weekends activities.
  3. Where did Qudsia go for the weekend? She went to Paghman for the weekend.
  4. Where did they stay there? They rented a house and stayed there.
  5. What did Qudsia do there? She walked to the valley, saw the river and ate kabab, and collected many nice stones from the river as well.
- There are 40 hours in a weekend. It means in 4 weeks in a month, there are 4 holidays (Fridays). Ask some of the students to stand in their place and talk about the question, "How well do they plan and use them?"

<u>Step five</u>

- **Grammar:** Write the topic of the lesson on the board.(Simple Past Regular and Irregular verbs)

  Simple past tense is used to talk about an action or activity which started and completed in the past in a particular time. E.g.

  He always came late in the class last year.
  We rented a house last week.
  We didn't rent a house last week.
- Make two columns on the board and write **regular verbs, and irregular verbs.**

1st Rule:

Explain and write on the board:

"What are the regular verbs?"

Regular verbs: are those which constitute their past and past participle form by taking (ed) or (d) at end of simple form. When we want to change sentences from present tense to the past, the regular verbs take (d) or (ed) at the end. Like: talk-talked, like, liked, stop-stopped, rent- rented, collect- collected, smile. Smiled, erase, erased, climb-climbed etc.

Negative form of simple past tense:

Note: Explain the negative form of simple past tense by writing some sentences on the blackboard and show the students practically the change.

The negative form of did is did not and its contracted form is didn't =did not. We omit (no) and instead we bring **(')** then (t) at the end of "Do" verb and the main verbs come with their first form

Did not = didn't,

1. We rented a house last summer.
2. We didn't rent a house last summer.

2nd Rule:

The verbs which end in "y", so in making simple past the letter "y" is changed in "i" and take "d" or "ed" at the end of the verbs**, e.g.**

Study – studied, cry - cried etc.

Explain and write on the board:

"What are the irregular verbs"?

Irregular verbs: are those which don't have any special rules for constitution of their past and past participle. Or **Irregular** verbs are the verbs which they do not accept or take "d" or "ed", when we want to change the sentence from present tense to past tense; they are changed from one form to another form or from one position to another position.e.g. drive -drove, go - went, come - came, do - did, see - saw, speak - spoke, write-wrote ride-rode, flow-flew, know-knew, understand- understood fly,flew,draw,drew, meet met drink- drank, bring-brought eat-ate, have-had, has-had, ,read – read, say – said, cut – cut, put – put, flee – fled, tell – told, pay - paid etc.

1. I drove my car to school yesterday.
2. He rode his horse on the weekend.
3. She understood her lessons very well.

Negative form:

1. I didn't drive my car to school yesterday.
2. He didn't ride his horse on the weekend.
3. She didn't understand her lessons very well.

- Read the grammatical chart aloud and then choose a pair of students to read the chart.
- Tell the students to read the verbs given in part A of grammar section and write the past tense of them.

Exercise solution:

1. do	did	4. carry	carried
2. have	had	5. stop	stopped
3. see	saw	6. study	studied

- Ask the students to look at the pictures in part B of the grammar section, and write what Naheed and her family did/did not on the weekend?
  1. On Thursday morning, Naheed **didn't read** a book. She **watched** TV.
  2. In the afternoon, her family __**went**_ to the park but they **didn't** eat anything.
  3. At night, she **baked** a cake but she **didn't** eat it.
- Divide your students in groups of three and ask them to take turn to say three things they did last weekend, e.g.
  1. I went for picnic last weekend.
  2. We drove by car to Paqhman last weekend.
  3. We rented a house there for a week.

Step Six

- **Home work:** Ask your students to:
  1. Write their weekend's activities plan?
  2. Memorize the rules of regular and irregular verbs.

More in formations for our respected English Teachers

Regular and Irregular Verbs

A verb has three main forms: Simple, Past and past participle form.

Rules:

1. Verbs ending in (e) or (ee) take only (d) at the end.

Agree, agreed, agreed

Persuade, persuaded, persuaded.

2. One syllable regular verbs ending in a consonant and following a vowel double the last consonant and add(ed).

stoop	stopped	stopped
Dip	Dipped	Dipped

3. Verbs ending in (y) following a consonant change the last (y) into (i) and add(ed) .

study	studied	studied
Marry	married	married
Try	tried	tried.

4. Verbs ending in (y) following a vowel take (ed) with out any change.

play	played	played
Stay	stayed	stayed
Pray	prayed	prayed

Note: Verbs ending in (c) take an extra (k) before adding (ed).

Picnic	picnicked	Picnicked
Mimic	mimicked	mimicked

Unit three
Lesson two

Objectives of the unit:

- name weekend and holidays activities.
- say the past tense of regular and irregular verbs.
- ask and answer questions about time and activities.

Objectives of the lesson:

- ask and answer questions about times and activities.
- understand the passage and get idea.

-Period: (45) minutes.
-Pages: 26-27
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions.
  1. Did you go to Paghman last weekend?
  2. Did you enjoy it?

Step three

- **Conversation:** Get the students to look at page 13 of the book and make them to look at the conversation between (Ali and Taher). Read the conversation aloud and get the students to listen to you. Then ask one pair or two pairs to read the conversation once again. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Afterwards ask one or two pairs to come in front of the class and say it as a role play. At the end ask the students some question about the conversation. e.g.
  1. Who went to Paghman last month? Ali went to Paghman last month.
  2. How long did they stay there? They stayed there for the whole weekend.
  3. Did they take a bus? No, they didn't. They drove there by car.
  4. Whom they met there? They met their uncle and his family in the National park in Paghman.
  5. What did they eat? They had or ate fried chicken.

Step four

- **Grammar: (**Simple past tense questions with "Did" in regular and irregular verbs). Ask the students to say some sentences. Then change them to questions

I went to Paqhman last weekend. Did you go to Paghman last weekend?
They traveled by plane. Did they travel by plane or bus?

- Read the grammatical chart aloud and ask the students to listen carefully. Then ask a pair of students to read the questions and answers.

Did in Yes/ No questions with past tense verbs	
Did you **go** to Paghman?	Yes, I **did**. I went there on Thursday.
Did he **take** a bus?	No, he **didn't**. He drove to Paghman.
Did you **have** fun?	Yes, we **did**. We had a lot of fun.

Present	**past**
go	went
drive	drove
take	took
meet	met

- Ask the students to look at the pictures, and change each irregular verb in simple present from.

Exercise solution:

drove	**drive,**	**Bought**	**buy**	**ate**	**eat**
made	**make**	**brought**	**bring**	**drank**	**drink**
had	**have**	**did**	**do**	**went**	**go**
took	**take**	**met**	**meet**		

- **Or** orally say the irregular verbs to all the students in the class and get responses from all the students' generally.e.g.

Drove, student's response, drive, Bought, buy, ate, eat, drank, drink, came, come, understood, understand, became, become, spoke, speak, read, read, wrote, write, take, took, do, did, meet, met, etc. Both options make the class warm and active.

Note: Must is not as the main grammar part but it has mentioned in the conversation so the definition is written for further information of the great teachers.
Must is a modal verb which shows obligation. Like have to and has to, but it is stronger than them, e.g.
He must study hard. It means; It is obligatory for him to study hard. There is no other choice. Studying hard is required.

1. You must study hard.
2. It must have been fun!
3. You must be regular in the class.

- Divide the students in pairs to practice the sentences in part A of grammar section silently. Then ask one or two pairs to ask and answer them aloud.
  Student A: Did Ali sleep early on the weekend?
  Student B: No, he didn't. He visited his family.

Step five

- **Reading:** Read the text aloud and ask the students to listen carefully. Then ask some of the students to read the text paragraph by paragraph. Afterwards, ask the students to answer the questions.
  1. Where did the writer spend his holidays last year?
  2. Did he have a very good flight?
  3. Where did he make his Ihram?
  4. Where did he see people of different nationalities?
  5. How many turns, did he walk between Safa and Marwa?
  6. Why did he go round Bytullah shareef?

Step six

- **Homework:** Tell your students to write and memorize twenty irregular verbs with their past form.

Unit three
Lesson three

Objectives of the unit:

- name weekend and holidays activities.
- say the past tense of regular and irregular verbs.
- ask and answer questions about time and activities.

Objectives of the lesson:

- to understand the conversation and get an idea from it
- to understand the grammatical points (wh, questions in the past tense).

-Period: (45) minutes.
-Pages: 28-29
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions.
  What do you think about studying late at night?

Step three

- **Conversation:** Get the students to look at page 13 of the book and make them to look at the conversation between (Karim and Jameel). Read the conversation aloud and get the students to listen to you. Then ask one pair or two pairs to read the conversation once again. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.
- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Afterwards ask one or two pairs to come in front of the class and say it as a role play.
  It would be useful for the procedures of teaching to give some brief information about Safa and Marwa.What is Safa and Marwa? And why people have cut their hair and nails after finishing the seven rounds between Safa and Marwa?
  Uumrah(عمره)
  To perform Umrah, a Muslim has to do four main deeds or actions, while he is clean with bath and ablution, completed two Rakaet prayer:
  1. Ihram احرام: To change normal clothe to two sheets of cloth with the intention of performing Umrah.
  2. Tawwaf طواف : To walk around Bytullah Sharif for seven rounds.
  3. Saaiah سعی: It means walking and running between Safa and Marwa for seven turns; starting from Safa and ending in Marwa.

4. Safa:صفا It is a small hill in the south of Bytullah Sharif; where walking and running are started.
5. Marwa:مروه It is a small hill in the east north of Bytullah Shrif; where walking and running are ended.
6. Hair Cutحلق یا قصر : It is the last deed or action for performing Umrah; where a Muslim after seven turns walking and running between Safa and Marwah has his hair cut to be neat and clean. And then he changes his two sheets cloth to the normal clothe.

Note: All these actions are being performed as deeds of worship in a way which Prophet Muhammad (PBUH) has done in his life time as a way of worship to Allah (SWT).

At the end ask the students some question about the conversation. e.g.

1. Where did Jameel go last night?
2. Do you think Karim would have also liked to go to the football match?
3. Did Jameel call Karim to take him to the football match?
4. At what time did Jameel call Karim?
5. Why Karim didn't answer the phone?

Step four

- **Grammar:** Write the topic on the board, and read **(wh questions in past tense)**.
  Explain and write on the board "Wh"questions":
  "WH" questions are those which start with "WH" words and ask questions to get more information.
  Like: What, Where, When, Who, How, Why, Whose, Whom, Which.
  Where do you live?
  I live in Kabul?
- Use one sentence about each Wh questions in the past tense by using the irregular and regular verbs.e.g.

1. Where did you go in your holidays?
2. What did you do in Paqhman?
3. When did you meet your uncle?
4. What time did you arrive in Paqhman?
5. Who did you meet there?
6. Why did you go to Paghman?

- Read the grammatical chart wh-questions in the past tense aloud and get the students to listen carefully. Then ask two pairs of student to read the questions and another student read the answers.

Wh – questions with past tense verbs	
Where did you go in the holidays?	I **went** to Saudi Arabia.
What did you do in Saudi Arbia?	I performed Umrah and went to Madinah
When did he **visit** his friend?	He **visited** his friend last week.
What time **did** she **arrive** in Jalalabad last week?	She **arrived** at 12 midnight.
Who did we **meet** yesterday morning?	We **met** our friends.
Why didn't they **come** last night?	They **were** sick.

- Ask the students to write the questions to these answers by using "**wh-questions".**

Exercise solution:

1. A: **Where did you go yesterday?**
   B: I went to the **supermarket yesterday.**
2. A**: What did you buy last night?**
   B: I bought some **fruit and bread last night.**
3. A: **When did you go to Saudi Arabia to perform Umrah?**

B: Last month I went to Saudi Arabia to perform Umrah

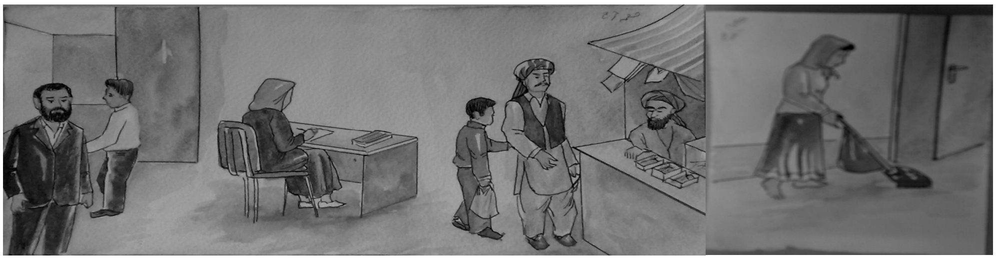
4. A: **_Why did you go to the bookstore yesterday morning?**

   I went to the bookstore yesterday morning **because I wanted to buy a book.**

- At the end the teacher has to repeat this grammatical lesson in the following way:
  1. Where is used to get information about place.
  2. When is used to get information about time.
  3. What is used to get information about things?
  4. Who is used to get information about the object of the sentences?
  5. Why is used to get information about the reason and always the answer starts with the word (because).

Step five

- **Listening:** Ask the students to look at the pictures carefully. Then hold up your copy book and ask the students "What are the people doing in the pictures?"



- Ask some of the students to come in front of the class and talk about "What he/she did last weekend?" While they are talking about the activities, ask the other students to listen carefully and write down their activities in their notebooks. Afterwards call some of the students by name and ask him/ her to read the activities he/ she has just written.

Step six

- **Writing:** Ask a student to read Fatima's note about the things she did last weekend, then ask some of the student to make sentences for each words
- Read the paragraph written about Fatima's activities aloud and ask the students to listen carefully. Then ask a few students to read the paragraph once more. Afterwards ask them the following questions about the paragraph.
  1. Who wanted to surprise her cousin last weekend? Fatima wanted to surprise her cousin last weekend.
  2. Why did she wake up early in the morning? Because, she baked a cake to her cousins.
  3. Did she take the cake for her uncle's house? Yes, she took the cake for her uncle's house.
  4. When did they go to Salang for picnic? In the afternoon she went for a picnic with his uncle's family to Salang.
  5. How was the weather in Salang? The weather was very nice, and they really enjoyed it.
- Tell the students to write a paragraph about their last weekend activities. Ask them to write a note first, afterwards ask the students to use their notes to in the paragraph like the one about they have just read about Fatima's activities.

Step Five

- **Homework:** Ask your students to write a paragraph about where did they past their last weekend? And how?

Unit three
Lesson four

Objectives of the unit:

- name weekend and holidays activities.
- say the past tense of regular and irregular verbs.
- ask and answer questions about time and activities.

Objectives of the lesson:

- to understand the (R blends) sounds.
- to learn phonics rule for "R blends" sound.
- to learn the grammar summary, Listening, Speaking, writing Vocabulary.

-Period: (45) minutes.
-Pages: 30-31-32-33
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step One

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brain storming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Who can pronounce these words aloud. Bread, crab, dress.

Step three

- **Phonic:** Write the topic of the lesson on the board, **(R blend).** Pronounce the two consonants:
  br, dr, tr, gr, fr, pr.
- Pronounce the words **crab, dress, bread, crown, frog, train,** and ask the students to repeat after you.
- Explain and write the rule of R blends on the board and ask the students to copy it in their notebooks.

Rule

Remember that in consonant blend, two or more consonants are together. The sounds blend together. Each sound is heard. You can hear an **r** blend at the beginning of **brown** and **crab**.

- Read the words aloud, and ask the students to repeat after you. Then ask a few students to read the words aloud.
  bread, crown, frog, train.

- Ask the students to look at the pictures in part B of Phonic section and complete the words with the correct given blends.

Exercise solution:

1. Grapes
2. Dress
3. Crab
4. Fruit
5. Pray
6. tree

Step four

- **Grammar Summary:**

Simple Past tense" Regular and Irregular" verbs, Affirmative/Negative forms

"Give a short description about simple past tense"

Express an action or activity which started and finished in particular time in the past.

1. We rented a house last week.

2. We didn't rent a house last week.

- Read the grammatical charts aloud, and ask the students to listen carefully. Then ask some of the students to read the chart once more.
- Give the students time to read the conversation silently and complete it with correct form of the verbs giving in parentheses.

Exercise solution:

Ramin: I really **enjoyed** the game. **Did** you **like** it, too?

Saleh: It was Okay. But they **played** much better last week. Don't you think so?

Ramin: I **didn't watch** the last game. I **missed** it. By the time I **got** home, it was over.

Saleh: Yes, I remember. It **started** early that day.

Step five

- **Listening:** Ask your students to look at the pictures in listening section on page 32 of the book carefully. Then ask them "What are the people in the pictures doing?"
- Ask a few students to come in front of the class and talk about "What he/ she did on the weekend?". Then ask the rest of the class to listen to their classmates carefully and write the names of the place and things. For further checking the ability of your students' listening ask some of them to read the names of the places they have just noted.

Step six

- **Speaking:** Tell your students to read the instruction in part A of the speaking sections and complete the sentences in their notebooks. E.g.

StA: What did you do last weekend, where did you go?

St B: 1. I went with my family to Paghman last weekend.

St A: How did you go to Paghman last weekend, where did you go?

2. We went there by car.

StA: Where did you stay there?

3. We stayed in a house.

StA: How long did you stay there?

4. We stayed there for a week.

StA: Whom did you see in Paghman last weekend?

5. We saw our uncles' family.

StA: What did you eat?
6. We ate fried chicken.

StA: Whome did you see in the morning?
7. In the morning I saw one of my friends near the house where we stayed.

StA: Whome did you see in the evening?
8. In the evening I saw one of my classmates near to the national park in Paqhman.

- Divide your students in pairs (those who are sitting side by side). Ask them to read the instructions carefully and complete the table in their notebooks. Ask them to guess what his/ her partner did last weekend and find out how many guesses are right and how many guesses are wrong. E.g.

My partner last weekend. Where did she go last weekend?
Guess; she went to Paghman last weekend.

✓ = I was right.
✗ = I was wrong

1-She/He went with his family to Phaqman last weekend.	I was right.
2. She/He went by car.	I was right.
3. She/He stayed in a hotel.	I was wrong.
4. She/He stayed there for two weeks.	I was wrong.
5. She/He saw his/her uncles' family.	I was right.
6. She/He ate fried chicken.	I was right.
7. In the morning he saw one of his friends.	I was right.
8. In the evening he saw one of his classmates.	I was right.

Step Eight

- **Writing and homework:** Tell your students to write a paragraph about their partner' weekend activities.

Step Nine

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Unit 4

Review

Unit four
Lesson one

Objective of the lesson:

- to have a review from Vocabulary, Listening, Speaking.

-Period: (45) minutes.
-Pages: 34- 35-36
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  What would you like doing in your free time?

Step three

- **Vocabulary:** Ask the students to look at the pictures of the vocabulary section carefully and write an action verb under each picture

Exercise solution:

1. Watching 2. Washing 3. Sweeping 4. Reading 5. Swimming
6. driving 7. Playing tennis 8. Fixing 9. Using 10 sleeping

- Ask the students to use the verbs in past form in sentences in their notebook. Then ask of them come in front of the class and write the sentences on the blackboard. If anyone couldn't write let other students to write the sentence.
  1. He watched T.V.
  2. He took shower.
  3. He swept the floor.
  4. He read the book.
  5. He swam.
  6. He drove the car.
  7. He played tennis.
  8. He fixed the computer.
  9. He used the computer.
  10. She slept on the chair.

Step four

- **Speaking:** Divide the students in groups. Then choose one or two of them to talk about their free times and other members in the groups ask them questions.
- Ask one or two students to come in front of the class and talk about their free times. Let the other students to ask him/ her questions.

Step five

- **Listening:** Before talking about your weekly schedule ask the students to draw a table like the one in listening section of page 36. Then ask the students to listen to you, while describing your Weekly schedule, and write the times in their notebooks. E.g.
  I get up early on Saturday morning at 4:00, take ablution, and then I pray. At 5:00 I recite the holy Quran up to 6:00. I make my breakfast at 7:00, and from 8-9 I clean the house, the garden, and the yard. At 10:00, make lunch. At 11:00 I make my lessons plan. At 12:00 I have my lunch and get myself ready to go to the school, and at 4:00 I leave the school and come home,

	Activities
Saturday	4:00, 5:00- 6:00, 7:00, 8-9, 10:00, 11:00, 12:00- 4:00.
Sunday	4:00, 5:00 -6:00, 7:00 8-9, 10:00, 11:00, 12:00- 4:00
Monday	4:00, 5:00 -6:00, 7:00, 8-9, 10:00, 11:00, 12:00- 4:00
Tuesday	4:00 ,5:00-6:00, 7:00 ,8-9 ,10:00 ,11:00 , 12:00 -4:00
Wednesday	4:00, 5:00 -6:00-7:00, 7:00, 7:5-12:00, 12:30, 1:00 -1:30 2:00, 3:00, 4:00 4:30, 5:00, 6:00, 7-9:00

- Ask a few students to read the table they have completed about your weekly schedule. If any of them made mistake ask another student to read the correct time.

Step six

- **Homework:** Ask your students to write a paragraph about their own weekly schedule as the one in part A.

Unit four
Lesson two

Objectives of the lesson:

- to understand, and learn the categorized vocabulary with their groups.
- to be able to speak, and communicate through running the game in the class.
- to be able to take a survey about the activities they like, and dislike, and able to complete the questionnaire.

-Period: (45) minutes.
-Pages: 37-38
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step One

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brain storming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Which group do these words (Apple, banana, orange, milk) go to?

Step three

- **Vocabulary:** Read the words in part A of the vocabulary section aloud and ask the students to listen carefully. Then let them to read the words in part A and B silently and match the words with their related categories. Afterwards ask some of the students to read the words in part by number and say which groups they belong to.

months,	stores,	nationalities,	jobs,	clothes,
adjectives	hobbies	cities,	prepositions,	colors,

Exercise solution

1. **Prepositions** .On, in, **in front of- in back of, beside, bellow, above.**
2. **Months.April**, June, May, **July, August, September, October, November**
3. **Colors**. Blue, white, black, **yellow, orange, pink, brown, purple.**
4. **Hobbies**. Reading, drawing, **collecting stamps, listening to the news.**
5. **Jobs.Writer**, teacher**, placeman, police woman, steward, stewardess**
6. **Nationalities.** Chinese, Japanese, **Arabic, Danish, American, Afghan**
7. **Clothes**. Sweater, shirt, **shoes, jacket, suit, dress.**
8. **Countries** .Tokyo, Kabul, **Saudi Arabia, Denmark, England.**
9. **Adjectives**. Quiet, friendly, **pretty, brave, handsome, talkative.**
10. **Stores .**Bookshops, grocery, **photo shop, photocopy shop.**

Step four

- **Speaking:** Write some jobs on the cards, as driver, police man, police woman, teacher, mechanic, steward, and stewardess. Then divide the students in groups and divide the cards to your students as well, and ask them to read their own cards, if it is his/her favourite job, look for someone in the group who can do this job? e.g.
  I'm looking for a driver.
  1. Can you dive? Yes, I can. No, I can't.
  2. Can you drive? Yes, I can. No, I can't.
  I'm looking for a mechanic.
  2. Can you fix the car? Yes, I can. No, I can't.
  3. The game finished, when every one in the group has a job.

Step five

- **Writing:** Divide your class in groups according to the number of your students in the class. If there are 35 students in your class divide them in seven groups, including 5 students in each group. Then ask each group team's leader to run a survey by asking the following questions from his/her group members about the activities which they like, or they don't like. Complete the questionnaires in the chart below, e.g.
  Group one (team leader with the members of his/her group (consist of five students). Shams, Karim, Mariam, Nargis, and Laila).
  Team leader: May I ask you some questions?
  Shams: Yes, you may.
  Team leader: What is your name?
  Shams: My name is Shams.
  Team leader: Can you cook?
  Shams: Yes, I can.
  Team leader: What do you do in your free time? Do you collect stamps?
  Shams: No, I don't.
  Team leader: Do you read books?
  Shams: Yes, I do.
  Team leader: And drawing?
  Shams: No, I don't know how to draw.
  Team leader: Thanks.

		Activities			
Name		Cooking Yes No	Collecting stamps Yes No	Reading Yes No	Drawing Yes No
1	Shams	yes			
2	Karim	yes	yes	yes	No
3	Mariam	yes	yes	yes	No
4	Nargis	yes	yes	yes	No
5	Laila	yes	yes	Yes	No
Total		5	5	5	5

- Ask the students to fill the blanks by using the information from their survey. Then write a paragraph about it, e.g.
- Ask a few students to come in front of the class and read the paragraph they have written about their group survey.

Step six

- **Homework:** Ask your students to write a paragraph about their daily schedule.

Unit four
Lesson three

Objectives of the lesson:

- Being able to speak, and communicate by expressing their opinions about the given subject.
- To understand, and learn the categorized vocabulary in their groups, and specify the word which doesn't go to the group.
- Being able to make as many simple past questions as they can by using the words, and expressions in the picture.

-Period: (45) minutes.
-Pages: 39- 40
Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, say them this opinion.
  - In my opinion we shouldn't put the mobile phone in our pocket near to our heart because it has x-rays and it would have negative effects on our heart.

Step three

- **Speaking:** Ask your students to read the opinions in the boxes that are about the usage of mobile phone, and then ask some of to say their opinions.
- Read the opinions in the boxes aloud and ask form two, or three students to read the opinions in the boxes one by one.

Step four

- **Vocabulary:** Ask the students to read the words in each group silently and circle the word which doesn't belong to the group. Then ask some of the students to read the words and say which word doesn't belong to the group.

Exercise solution:

1. 1925, 2001, 1357, **2:30 p.m.**
2. is, am, was, are, flaq
3. drawing, white, cooking, writing.
4. Kabul, Tokyo, New York, Chinese.
5. coat, dress, suit, jacket, car

- Ask the students to write why the word doesn't belong to the group in exercise **A**? Give your reasons.

Exercise solution:

1. They are all dates and **(2:30 p.m.)** is time, so it doesn't belong to the group.

2. All words are to be verbs in present form but **(was)** is in the past so it doesn't belong to the group.
3. They are all hobbies and the word **(white)** is color, so it doesn't belong to the group.
5. They are all names of countries and **Chinese** shows nationalities, so it doesn't belong to the group.
6. They are all clothes and the word **car** is a vehicle, so it doesn't belong to the group.

Step five

- **Grammars:** Tell your students that grammar section of page 40 is their homework. Ask them to look at each section of the circle, and make as many simple past questions as they can, by using the words or expressions from the circle, then write them in their notebooks. Start from the center. E.g.



1. Did he watch TV last night?
2. Did he play football last week?
3. Did they visit grandmother this morning?

Unit four
Lesson four

Objectives of the lesson:

- be able to speak and communicate with their groups by using the questions about holidays' entertainments.

-Period: (45) minutes.
-Pages: 40-41
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - What do you do on the holidays?

Step three

- **Speaking:** Divide the students in groups of four and ask them to talk about these questions.
  1. What do you do on the holidays?
  2. Where do you go on the holidays?
- Ask a few students to come in front of the class or stand on his/ her place and talk about the questions.

Step four

- **Reading:** Before reading the text, these new words should be taught for the students.

1. MINI GREEN HOUSE 5.bean
2. Soil 6.pinch
3. Seeds 7.sprinkle
4. Lentils 8.transfer

- Read the text aloud and ask the students to listen carefully. Then ask two or three students to read the text paragraph by paragraph once again.
- Ask the students to read the passage fast and silently and complete the sentence in part A of reading section.

A green house is a place where we can find green trees, grass, beautiful flowers, some vegetables and some other green plants.

- Ask the students to read the words in part b of reading section silently and choose the correct words. Then as some of the students to read the words and say what do they mean. If anyone fails let other students to say the correct word.
  'place' means **a. put** b. buy c. cook

'a cap' means	**a. a pot**	b. a cover	c. a bottle
'vine' means	a. die	**b. grow**	c. find
'mini' means	**a. very small**	b. very big	c. very tall

- Ask the students to read the questions silently and find their answers. Then divide the students in pairs, one student read the questions and another student answer the question.

What do you need to make a mini green house?
We will need a plastic bottle, some soil, and seeds like tomato, corn, lentils, bean. and a plastic bottle.
Why do you make holes in the bottle?
To keep the inside of the bottle cool.
When do you put the plant in a pot or the garden?
When our plants reach the top, we cut the bottom of the bottle and transfer them into a pot or to the garden.

<u>Step five</u>

- **Vocabulary:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

<u>Step six</u>

- **Homework.** Give homework to the students to do practically how the seeds start to vine (in a bottle or in a can).And after a few days ask the students to explain what happened in their practical work?

Note: It is advised to the respected English teacher to take a test, after each four Units, transfer the students' scores in your score notebooks.

Unit 5

Famous People

In this unit you are going to:

- **talk about things that happened in the past.**
- **ask and answer questions about past events.**
- **write about the life of a famous person.**
- **read a passage about Prophet Mohammad (peace be upon him).**





Unit five
Lesson one

Objectives of the unit:

- talk about things that happened in the past.
- ask and answer questions about past events.
- write about the life of a famous person.
- read a passage about Prophet Mohammad (peace be upon him).

Objectives of the lesson:

- to talk about things that happened in the past.
- being able to know, and discuss about the famous people in our country.
- to understand the conversation, and get an idea from it.
- to learn the past tense of "Be" verbs, Yes, No questions in the past, Wh-Questions in the past.

-Period: (45) minutes.
-Pages: 44-45-46
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson ask them these questions.
  - Do you know any of these famous people in the pictures?
  - Which of these people would you like to know more about?

<u>Step three</u>

- **Discussion.** Write the topic of the lesson on the board (Famous People). Hold up your book and show each picture of the identified famous people to the students one by one, and ask them, what do you see in this picture? Do you know him? Who was he? What was his name? Wait until you get reply from the students. And, then introduce each famous picture clearly.
- Ask your students to read the questions and make themselves ready to answer. Then call the some of the students individually by name and ask them the questions of the discussion section.

<u>Step four</u>

- **Conversation:** Get the students to look at page 45 of the book and make them to look at the conversation between (Traiq and Noor). Read the conversation aloud and ask the students to listen carefully. Then ask one pair or two pairs to read the conversation once again. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns.

- Divide the students in pairs (those who are sitting side by side) to practice the conversation silently. Afterwards ask one or two pairs to come in front of the class and say it as a role play. At the end ask the students some question about the conversation.
  1. Who was Molana Jalaludin Mohammad Balkhi?
     He was a very famous Muslim poet. He wrote many books. He was a poet and a thoughtful person.
  2. When was he born and where did he live?
     He was born in 607 H Q and he lived in Afghanistan.
  3. Did you choose a person to write about?
     Yes, I did. I chose Rabia-Balkhi to write about.
  4. Who was she?
     She was a very famous Muslim poetess. She wrote many books. And we have a female school here in Kabul by the name of "Rabia-Balkhi"High School.
     She was born in Kaab's family and her father was from Arabia and had a high rank during Mohammad Samanee time .He had worked in Seestan, Kandahar, and Bust.
     She was fall in love to Baktaz who was her father servant .When her father Kaab was dieing, he asked his son (Haris) to come next to his father and he handed over Rabia to his brother in order to take all her responsibilities..
     When Haris knew about his sister falling in love to Baktaz, he put his sister (Rabia) in a dark, deep well, and then kept her in the bathroom.
     Rabia cut her vessel and from her blood she wrote many beautiful poems about her lover (Haris) on the walls of the bathroom, finally she died and her lover Baktaz killed Haris and took Rabia's revenge from him.
- Ask the students to practice the conversation, talking about someone else.

Step five

- **Grammar:** Past Tense of "Be" Was/were/Affirmative / Negative
  1. The present form of **"Be":** **(Is, are, am).**
  The past form**:** **(Was, Were).**
  Negative form:
  Was-wasn't
  Were-weren't
  Am- am not.
- Make some sentences about the past tense of "Be" verbs and write them on the blackboard. **e.g.**
  1. I was an English teacher in Rabia-Balkhi High School in 1990.
  1. I wasn't an English teacher in Ariana-High School in 1990.
  2. He was a student in Istiqlal High School last year.
  2. He wasn't a student in Istiqlal High School this year, he was abroad in France.
  3. It was snowy yesterday.
  3. It wasn't snowy today.
  4. You were at school last year in grade 12^{th}.
  4. You weren't at school this year in grade 12^{th}, you were in Kabul University.
  5. They were immigrants in America for many years.
  5. They weren't immigrants in Italy for many years.
- Ask the students to say some sentences by using the past tense of "Be" verbs. Correct and praise them.
- Read the grammatical chart aloud and ask the students to listen carefully. Then ask one or two students to read it once again.

Past Tense of "Be"	
Was / were / Affirmative	**Negative**
I **was** a teacher last year. He **was** in Ghazni yesterday. It **was** snowy last night. You **were** born in 1984. We **were** at school last week. They **were** Afghans.	I **wasn't** a teacher last year. He **wasn't** in Ghazni yesterday. It **wasn't** snowy last night. You **weren't** born in 1984. We **weren't** at school last week. They **weren't** Afghans.

Yes / No questions		
Was she born in Herat?	Yes, she **was**.	No, she **wasn't**.
Was it a black pen?	Yes, it **was**.	No, it **wasn't**.
Were you in the room?	Yes, I **was**.	No, I **wasn't.**
Were they friends?	Yes, they **were**.	No, they **weren't**.

Wh – questions	
How old **was** he?	He **was** 60 years old.
When was she born?	She **was** born in 1882.
Where were you yesterday?	I **was** in Kandahar.
Who were your friends at school?	Salma and Halima **were** my friends.
What was the lesson like?	It **was** easy.

- Ask the students to read the sentences in part A of page 45 silently and match the questions with the answers.

Exercise solution:

1. When were you born? **I was born in 1992.**
2. Were you born in Kunduz? **No, I was born in Paktika.**
3. Were your parents born in Ghazni? **No, they weren't. They were born in Kabul**.
4. Who was your best friend? **My best friend was Shaker.**
5. Who was your favourite teacher? **My favourite friend teacher was Mr.Rafiq.**

Or:

1=c, 2=d, 3=b, 4=a, 5

- Divide students in pairs to practice exercise A of page 45 with each other. E.g. one student reads the question and another one read the answer. If anyone fails to read the answer correctly, ask another student to answer him/ her.
- Ask the students to read the words of part C and complete them with correct form of 'Be".

1. Today **is**.	4. Yesterday **was.**
2. This month **is**.	5. Last month **was.**
3. This year **is**.	6. Last year **was.**

- Ask some of the students to stand on their places and read the words one by one. If anyone fails ask another student to read.

Step six

- **Homwork:** Ask the students to write a paragraph about the following topic. (Setting goals is must for a successful future. Why?)

Unit five
Lesson two

Objectives of the unit:

- talk about things that happened in the past.
- ask and answer questions about past events.
- write about the life of a famous person.
- read a passage about Prophet Mohammad (peace be upon him).

Objectives of the lesson:

- to be able to write about the life of a famous person .
- to understand the Passage about: (The Last Prophet Mohammad (PBUH), and get an Islamic idea from the passage).

-Period: (45) minutes.
-Pages: 46-47
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lessons, ask them some questions. Like:
  - Who was the last Prophet of Allah (SW) for all mankinds?

Step three

- **Vocabulary:** Read the words aloud and ask the students to repeat after you. Then ask some of the students to read the words aloud.
- Ask the students to look at the pictures carefully and write the job under each picture. Then call some of the students by name say the name of the picture. If anyone fails ask another student to do so.

Exercise solution:

A=shepherd, b. writer, c, artist, d. scientist, e. pilot, f. cook, g. teacher.

- Divide the students in groups and ask them to choose a job "What they want to be in the future?" and describe it to their groups, e.g.
- Before asking the students to talk about a famous person, ask them to draw a table like the one given in the listen section in their notebooks.
- Ask a few students to choose a famous person and talk about him/her according to the famous pictures in Unit, five or any other famous person who they like to talk about and the other students listen carefully and complete the table. Then ask some of the students to read the table they have just completed. If anyone couldn't read it correctly ask another student to do so.

Name	Place of birth	Date of birth	Occupation	Date of death
Daud Khan	Kabul	1978	President	1978
Molana Jalaludin Mohammad Balkhi	Balkh	604HQ	Afghan Poet	672 HQ
Ghulam Mohammad Ghubar	Kabul	1276 Sh	Historian	1356 Sh
Rabia-Balkhi	Balkh	914	Poetess	943

Step four

- **Reading:** Read the text aloud and ask the students to listen carefully. Then ask some of the students to read it paragraph by paragraph. Do not translate it in Pashto or Dari. Translation in Pashto or Dari should be used as a last resort and then only to translate words, not patterns. At the end ask the following questions from the students about the text.
  1. Where was the Prophet Mohammad Peace be Upon him born?
  2. When did he become the Prophet?
  3. How old was he, when his father died?
  4. When did his mother die?
  5. When the Prophet Mohammad's (Peace be Upon him) parents died, with whom did he live?
  6. When did the Prophet Mohammad Peace be Upon on him get married?
  7. When did Allah order him to move from Makkah to Madina?
  8. How long did the Prophet Mohammad Peace be Upon him live in Madina, and who supported him a lot?
  9. When did the Prophet Mohammad (Peace be Upon on him) die?
- Ask the students to read these words, and guess from the sentences, what the words mean?

  1. An orphan is a child who doesn't have.
  a. a brother b. an uncle **c. a father**
  2. A shepherd is a person who
  a. teaches children **b. looks after sheep** c. sells clothes
  3. Truthful means a person who always
  a. says the truth b. talks a lot c. keeps quiet
- Ask some of the students to read the sentences and say what the words mean. If he/ she fails to say the correct meaning, ask another student to read the correct word.
- Ask the students to read the sentences in part B of the reading sections silently and write the opposite of the underlined words.

  1. The prophet's mother died when he was a child **lived**
  2. His uncle was poor and didn't have much money. **rich**
  3. He started spreading the message of Islam in Makkah. **limiting**
- Ask some of the students to read the sentences aloud and say the opposite of the underlined words. If anyone fails to say the correct opposite word ask another student to read the sentence and say the correct opposite.

- Ask the students to read the sentences in part D of page 50 silently and tick (✓) or (✕) the sentence. Then ask some of the students to read the sentences aloud and say whether the sentence is ticked true (✓) or false (✕).
  1. The Prophet worked as a shepherd, because he was rich. (False)
  2. He got married at the age of twenty-five. (True)
  3. The first few years of the prophet hood were easy for the Prophet. (False)
  4. He lived in Madina for ten years. (False)

Step five

- **Homework:** ask your students to write a paragraph about one of the Messenger.

Unit five
Lesson three

Objectives of the unit:

- talk about things that happened in the past.
- ask and answer questions about past events.
- write about the life of a famous person.
- read a passage about Prophet Mohammad (peace be upon him).

Objectives of the lesson:

- to be able to write about the life of a famous person.
- to understand the Passage about :(Mirwise Nika, and get Idea from it).

-Period: (45) minutes.
-Pages: 48-49
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some question. Like:
  - Can you say who Rabia-Balkhi was?

<u>Step three</u>

- **Vocabulary:** Ask the students to read the years silently and write them in words.

Exercise solution:

1375 **<u>Thirteen-Seventy-Five.</u>**
1633 Sixteen-Thirty-Three_
1340 Thirteen-Fourty
2005 Two-Thousand –Five or Two-Thousand and five.
1945 Nineteen-Fourty-Five.

- Ask some of the students to come in front of the class and write the years on the blackboard. If anyone couldn't do so, ask another student to write the correct word.
- Divide the students in pairs to ask from each other with when were born / started to walk / started to talk / started school? e.g.
  1. When were you born? I was born in 1999.
  2. When did you start to walk? I started to walk, at the age of 2 years old.
  3. When did you start to talk? I started to talk at the age of 3 years.
  4. When did you start going to school? I started going to school at the age of 5 years old.

Step four

- **Speaking:** Ask the students to look at the pictures in speaking section of page 48. Hold up your book and ask the students about the pictures in the section.
- Divide the students in pairs to ask and answer from each other about the pictures, one students ask question and second student answer, e.g.
  Student one: Do you know this picture? Who was he?
  Student two: Yes, I know him, He was Ahmad Shah Baba and he was the bravest King of Afghanistan. He was born in 1722, and died in 1773.
  Student one: When was he born?
  Student two: He was born in 1722.
  Student one: And when he died?
  Student two: He died in 1773.

Step five

- **Reading:** Before reading the text these new words should be taught to the students. Because they aren't in grade 8th text book vocabulary.

1. Prominent	5. Personalities	9.Tribal	13. Tyrannical	16. Resist	19. Cruelties
2. Revolted	6. Despotic	10. Defeated	14. Battle	17. Field	20. Battlefield
3. Freed.	7. Consequently	11. Sovereign	15. Gallant	18. Heroic	21. Struggle
4. Freedom	8. Entitled	12.Tyranny			

- Read the text aloud and ask the student to listen carefully. Then ask some of the students to read the text paragraph by paragraph. At the end ask them the following questions about the text.
  1. When was Mirwaise Khan born?
  2. What was his father's name?
  3. When were some western parts of our country under the tyrannical rule of Gurgin?
  4. Did he unite the people of Afghanistan against the despotic rule of Gurgin?
  5. When was the first sovereign state of Afghanistan established.
  6. Was he entitled 'Nika', by the people of Afghanistan?
  7. When did he die?

Step six

- **Homework**: Ask the students to write a paragraph about Mirwais Nika not more than 70 words

Unit five
Lesson four

Objectives of the unit:

- talk about things that happened in the past.
- ask and answer questions about past events.
- write about the life of a famous person.
- read a passage about Prophet Mohammad (peace be upon him).

Objectives of the lesson:

- to know U Sound.
- to learn Phonics rule for “S” blends.

-Period: (45) minutes.
-Pages: 50-51-52-53
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - How do you pronounce these words. Snow, skate.

Step three

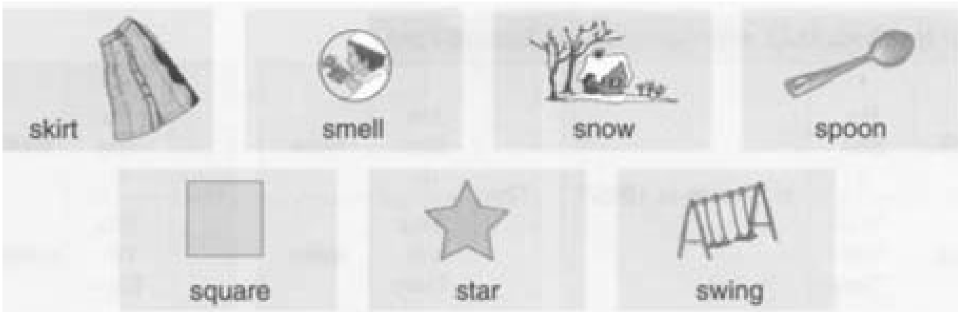
- **Phonics, S blends** Write the topic on the board, (S bends), then explain:
  S blends are the (S) sound with another consonant. Like:

S blends are the (s) sound with
another consonant like:
sk – sm – sn – sq – st – sw

- Read the rule aloud and explain it to the students clearly.

Rule
Remember that in a consonant blend, two or more consonants are together. The sounds blend together. Each sound is heard. You can hear an **s** blend at the beginning of **snow**, skate. **skirt, smell, spoon, square, star, swing, squirrel, snail, stamp, skip, slide, smile, swing, stop, spot.**

- Read the words aloud and then ask the students to listen carefully and repeat them after you.



- Ask the students to look at the pictures and complete the words with the correct given blends on the top side of the pictures.
  1. sq=squirrel
  2. sn =snail
  3. St=stamp
  4. Sk=skip
  5. Sl=slid
  6. Sm=smile
  7. Sw=swim
  8. St=stop
  9. Sp=spot
- Call some of the students by name to read the words they have completed with blends. If anyone couldn't read the word correctly ask another student to read the correct word.

<u>Step four</u>

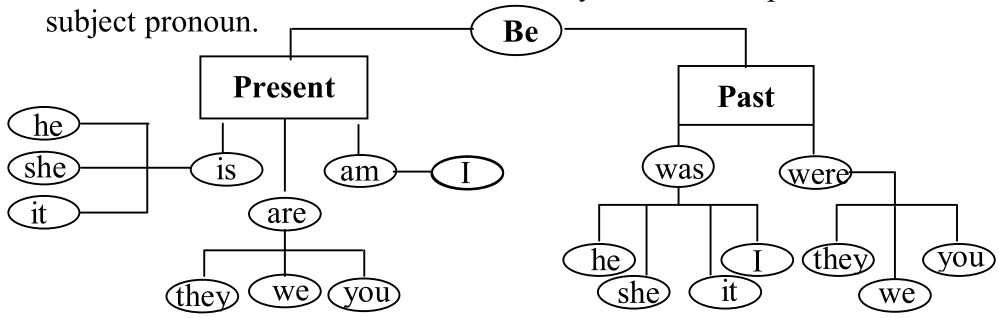
- **Grammar Summary:** Give a short explanation of the present and the past form of "To be" (verbs)":
- Read the grammatical charts aloud and ask the students to listen carefully. If they have any questions. Encourage them to ask you their questions. Then ask some of the students to read the chart one by one.

Past Tense of "Be"	
Was / were / Affirmative	**Negative**
I **was** a teacher last year. He **was** in Ghazni yesterday. It **was** snowy last night. You **were** born in 1984. We **were** at school last week. They **were** Afghans.	I **wasn't** a teacher last year. He **wasn't** in Ghazni yesterday. It **wasn't** snowy last night. You **weren't** born in 1984. We **weren't** at school last week. They **weren't** Afghans.

Yes / No questions		
Was she born in Herat? **Was** it a black pen? **Were** you in the room? **Were** they friends?	Yes, she **was**. Yes, it **was**. Yes, I **was**. Yes, they **were**.	No, she **wasn't**. No, it **wasn't**. No, I **wasn't.** No, they **weren't**.

Wh – questions	
How old **was** he? **When was** she born? **Where were** you yesterday? **Who were** your friends at school? **How was** the lesson?	He **was** 60 years old. She **was** born in 1882. I **was** in Kandahar. Salma and Halima **were** my friends. It **was** easy.

- Ask the students to look at the "Be" family tree and complete it with the correct subject pronoun.

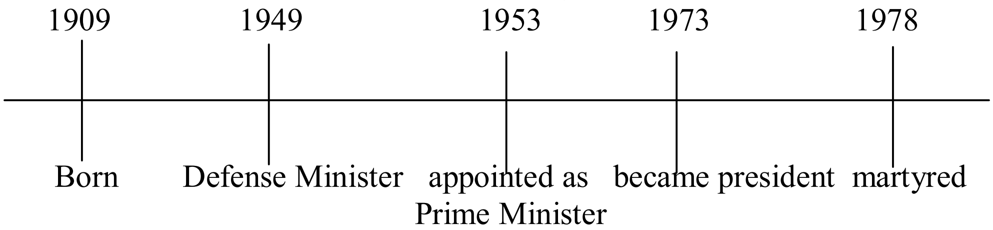


Step five

- **Speaking:** Give students time to think about a famous person. Then ask some of the students to talk about the famous person he has thought, and let other students to ask him/ her question.

Step six

- **Writing** Ask the students to look at the timeline which shown information about Sardar Muhammaed Daud Khan carefully.



- Ask the students to write a paragraph about Sardar Muhammad Daud Khan's life using the information on the timeline.e.g.
  Sardar Muhammad Daud Khan was born in 1909.He was the Defense Minister of Afghanistan in 1949.He was appointed as the prime Minister in 1953.He became the President of Afghanistan in 1973 and he martyred in 1978.

Step seven

- **Vocabulary:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask your student to read the vocabulary at home and memorize the dictation of them.

Unit 6

Greetings

In this unit you are going to:

- **introduce people.**
- **exchange personal information.**
- **read about greetings around the world.**
- **listen to people talking about greeting customs.**
- **write a paragraph about yourself.**
- **ask and answer questions with "Be".**



Unit six
Lesson one

Objectives of the unit:

- introduce people.
- exchange personal information.
- read about greetings around the world.
- listen to people talking about greeting customs.
- write a paragraph about yourself.
- ask and answer questions with "Be".

Objectives of the lesson:

- to introduce people.
- to exchange personal information.
- to read about greetings around the world.

-Period: (45) minutes.
-Pages: 54-55-56
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make concentrate your students on their lesson, ask them some question. Like:
  - If you are with a group of friends, do you always introduce newcomers to them? Why?

Step three

- **Discussions:** Write the new words on the board, or on the cards, show/pronounce them aloud one by one and ask the students to repeat after you.
- Practically show the students and greet them by using the different kinds of greetings accordingly.e.g
  1. **Shake hands:** Shake hands with one or two students, and greet them. Say good morning, or good afternoon, hello, how are you. Wait until you get t response.
  2. **Hug.** Ask the two students to come in front of the class, and hug each other. Say hello, how are you? Wait until you get response.
  3. **Bow.**Japanese and Chinese people bow each other, during their greetings.
- Ask two of the students to come in front of the class and, bow to each other. Say Hello, how are you? Good morning/Good afternoon.
  4. **Pat on the back**. Ask one of your students to come in front of the class. Put your hands on her/his shoulder. Say: Hello, How are you? Wait until you get response.
  5. **Press Palms together.** Indian people use this kind of greeting.

- Ask the two students to come in front of the class, and greet each other by acting (Press Palms together).Say.”Namasti”, Pat on the back.
- Ask the students to look at the pictures carefully. Hold up your book and ask “Can you name a country for each picture?” and elicit to get response from the students. Then ask the rest of the questions. Tell the students to give opinion about greeting.

<u>Step four</u>

- **Conversation.** A.Get the students to look at page 55 of the book, the conversation between Teacher, Maewand, and Raj. Read the conversation aloud, and get the students to listen to it. Then ask them to read it once again. Divide the students in groups (Teacher, Maewand, and Raj), to practice the conversation on their own. Then ask one or two groups to come in front of the class, and say the conversation as the newcomer from abroad. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate words, not patterns. At the end ask the following questions from the students about the conversation.
  1. Who is Maewanad’s friend?
  2. Where is Raj from? He is from India.
  3. How does Raj greet with Maewand’s teacher?

<u>Step five</u>

- **Grammar:** Write the topic of the lesson on the board, (Wh-questions). Make some wh-questions sentences and write them on the blackboard. Then ask some of the students if they could make some wh questions.
- Read the grammatical charts aloud and let the students to listen carefully. Then ask some of the students to read them once more.
- Write another topic of the grammatical point on the board:
  “ Subject Pronouns/Possessive Pronouns or Possessive Adjectives”.
  Subject: Doer of an action is called subject.
  Subject pronouns are those which are used instead of subject (noun) in the sentence.
  Example:

  I
  You
  We
  They — have a car.
  He
  She
  It — has four engine.

  Possessive Adjective:
  Possessive adjectives are used before nouns to show possession or ownership.
  Example:

  I have a car. My car is red.
  You have a car. Your car is white.
  Their father is an engineer.
  Her mother works as a teacher.
  His brother sent him a computer.
  Our friends told us to go with them.
  We have a tree in our house.
  Its branches crossed the wall.

Subject pronouns	Possessive Adjectives
I	My
You	Your
He	His
She	Her
It	Its
We	Our
You	Your
They	Their

- Ask the students to read the conversation silently and complete it with verb "Be", subject pronouns or possessive adjectives. Then let them to check the conversation with their partner.
- To check the students how they have complete the sentences, ask some of them individually to read the conversation sentence by sentence. If anyone couldn't read them correctly, let another student to read it.
- Divide the students in pairs to practice the conversation aloud.

Exercise solution:

Shaista: I see **your** cousins **are** here!
Karima: Girls, this is **my** best friend Shaista.
Shukria: Oh, so you **are** Shaista! We are so happy to meet **you**.
Shaista: Glad to meet you, too.
Shukria: I **am** Shukria and **I** am from Herat.
Shaista: Which city **are** you from?
Laila: **I am** from Jalalabad.
Shaista: **I** hope you have fun during **your** stay here.

- Ask your students to write three WH questions in their notebooks. Then divide them in pairs to ask and answer questions from each other. E.g.
  1. How are you?
  2. What is your name?
  3. Where are you from?
  4. Which grade are you in?
  5. What is your favorite color?
  6. Where do you live?
  7. Who are they?

Step six

- **Homework.** Ask the students to fill the blanks on exercise "C" in their notebooks and the next term practice it as a role play in front of the class.

Student 1: Saleh, this is **Ahmad.**

He's from **_Kabul_.**

Student 2: Hello, **Ahmad**. Nice to meet you.

Student 3**(Ahmad):** Hi, pleased to meet you, too.

Unit six
Lesson two

Objectives of the unit:

- introduce people.
- exchange personal information.
- read about greetings around the world.
- listen to people talking about greeting customs.
- write a paragraph about yourself.
- ask and answer questions with "Be".

Objectives of the lesson:

- to listen to people talking about greeting customs.
- to write a paragraph about yourself.
- to Ask and answer questions with "Be".

-Period: (45) minutes.
-Pages: 57-58
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make concentrate your students on their lesson, ask them some question. Like:
  - Why is it important to know about greeting customs?

Step three

- **Vocabulary.** Write the words"International/Tradiational" on the board, explain:
  1. International means to be well known in every aspect of the requirements all over the World.E.g.
  Mawlana Jalaluddin Muhmmad Balkhi was the famous and well known poet in the world.
  2. Traditional means to be well known in its locality. E.g.
  Qabili palau is the traditional food in Afghanistan.
- Before doing the exercise, draw the table of vocabulary section of page 57 on the blackboard. Then ask the students to draw the table in their notebooks.
- Let the students to read the words silently and write them on the table according to the groups they belong to.
- Ask some of the students to come in front of the class and write the word in the table you have drawn. If anyone couldn't ask another student to do so.

English language	**Hand shake**	**Afghani tea**
Hamburger	**Qabuli palau**	**Buz Kashi**

International	Traditional
English Language	Afghani tea
Hamburger	Qabuli Palau
Shake hand	Buz Kashi

Step four

- **Reading:** Before reading the text ask the students for their ideas about the two questions given in the reading section.
  1. **Why is it important to know about greeting customs?**
  2. **How are International Schools different from local schools?**
- Read the text aloud and ask the students to listen carefully. Then ask some the students to read it paragraph by paragraph once again. At the end ask the following questions from the students about the text.
  1. Where did the writer learn that greeting customs is different from one country to
  2. When do the students practice their traditional way of greeting?
  3. How do the Japanese friends occasionally like to greet?
  4. How do the Indian friends greet with each other?
  5. How do the Filipino students greet with each other?
  6. How do the close friends greet each other?
  7. How do the British people greet each other?
  8. How Afghans greet with each other?
- Ask the students to read the table in part B of reading section silently and complete the table with the names of the countries according to their greetings customs. Check if the greeting is formal or informal. If they can't tell, write "I don't know".
- Ask some of the students to read the table they have completed with names of the countries. If anyone couldn't, let another student to say the correct name.
- Ask the students, if they know any other greeting custom? Let them to say it to their classmates. E.g.
  Kissing faces, especially formal between Afghan women incase to greet each other. But according to the culture it's not suitable between men and women.
- Ask some of the students to come in front of the class. Name some greeting and ask the student act it out.

Step five

- **Listening:** Before reading the text ask your students to draw a table like the one in listening section of page 58 in their notebook. Then read the text aloud and ask the students to listen to you carefully and complete the table they have drawn in their notebooks. When you finished reading ask some of the students if they have completed the table correctly.

Step six

- **Homework:** Tell your students to choose one of their traditional custom and write a paragraph about it.

Unit six
Lesson three

Objectives of the unit:

- introduce people.
- exchange personal information.
- read about greetings around the world.
- listen to people talking about greeting customs.
- write a paragraph about yourself.
- ask and answer questions with "Be".

Objectives of the lesson:

- to write a paragraph about yourself.
- to ask and answer questions with "Be".

-Period: (45) minutes.
-Pages: 59-60
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming.** In order to make your students concentrate on their lesson, asks them some questions. Like:
  - Are you a member of any youth club?

Step three

- **Conversation:** Get the students to look at page 60 of the book, the conversation between (Rabbani, Tariq and Zaid). Read the conversation aloud and get the students to listen carefully. Then ask them to read it once again. Divide the students in groups Rabbani, Tariq and Zaid to practice the conversation on their own. Then ask one or two groups to come in front of the class, and say the conversation as role play. Or make another one the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate words, not patterns. At the end ask some questions about the conversation, e.g.
  1. Are Zaid and Tariq playing in the match next week?
     No, they aren't.
  2. Why?
     Because they have a test.

Step four

- **Grammar:**

Yes / No Questions and short answers with "Be"	**Affirmative**	**Negative**
Am I in the team? **Are** you a member of our club? **Is** basketball difficult? **Are** you and Tariq in the same team? **Are** the players Japanese?	Yes, you are. Yes, I am. Yes, it is. Yes, we are. Yes, they are.	No, you are not. No, I am not. No, it is not. No, we are not. No, they are not.

- Write the topic of the lesson "Yes, No Questions and short answers with "Be" on the board, and then give a short explanation about it.
  As you learned in your previous lesson the "Be" verbs: is-are-am and the past form of them was-were. When we want to make a Yes/ No questions with Be we use the verb Be at the beginning of the sentences.
  Is-Are-Am-Was-Were…….. ?
  1. I am a teacher. Am I a teacher? Yes, you are. No, you aren't.
  2. Are you a member of our club? Yes, I am. No, I am not.
- Ask the students to read the conversation silently and complete it by using the "Be" form, and practice with a partner**.**
  Student A: Hello, **Are** you in the basketball team?
  Student B: Yes, _**I**_ **am.**
  Student A: **Are**_ you a new member of the team?
  Student B: No, ___**I am not**__. But I have been ill for a long time.
  Is our coach here?
  Student A: Yes, he __**is**___ in the next room.
- Ask the students to go around the class and find the information about their classmates. Then let them to compare their information with his/ her partner.
  1. How many students have the same first name? ____________________
     (Ask: What's your first name?)
  2. Are there any students who have the same last name? _______________
     (Ask: What's your last name?)
  3. How many students come from another country? ___________________
     (Ask: Are you from Japan?)
  4. How many students come from another district/ province?
     (Ask: Are you from this district/ province?)

Step five

- **Writing:** What is a paragraph?
  1. A paragraph is a group of sentences about one main idea. This main idea is called the topic.
  2. What does a paragraph look like?
  An English paragraph has a special form. Look at the paragraph below. It is written in the correct from.
- Read the definition of the paragraph aloud and give clear explanation and examples and write it on the blackboard.
- Read the paragraph written in the writing section aloud and ask the students to listen carefully. Then ask some of the students to read the paragraph once more.

> My name is Ghulam Jilani. I am 32 years old. I am from Kandahar, Afghanistan. My native language is Pashto. I am an Artist.

- Ask the students if they could say some rules of paragraph writing. Then read the rules and demonstrate it clearly in writing example on the blackboard.

Rules of paragraph writing:

1. Begin each sentence with a capital letter.
2. End each sentence with a full stop.
3. Do not start each sentence on a new line.

- Say the students to read the paragraph written in part 2 of writing section on page 61 with their partner. Tell them to discuss what is wrong with it.
- Ask some of the student to stand up on their places and tell his/ her classmates what is wrong with the paragraph.

my name is Nemat
i am 25 years old
i am from Jozjan
my native language is Ozbeki
i am a hairdresser

- Ask the students to come in front of the class and rewrite the paragraph on the blackboard correctly. If anyone couldn't, let other students to write the correct sentence. Don't discourage the failed student; instead show them how to write the sentence.

Step six

- **Homework:** Give homework to the students to write a paragraph about themselves in their notebooks. Consider the rules of writing a paragraph, and the use of Punctuation

Unit six
Lesson four

Objectives of the unit:

- introduce people.
- exchange personal information.
- read about greetings around the world.
- listen to people talking about greeting customs.
- write a paragraph about yourself.
- ask and answer questions with "Be".

Objectives of the lesson:

- to know short "a" and short "e" Sound.
- to learn Phonics rule for "short"a" and short"e""sound.

-Period: (45) minutes.
-Pages: 61-62-63
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson, pronounce these words aloud: **Man-men,pan,pen,sat,set, pat,pet,bat,bet,mat,met**

<u>Step three</u>

- **Phonics:** Write the topic of the lesson short "a" and short "e" on the board. Then read and pronounce the words aloud.

Short a as in man — **Short e as in men**

- Read the words in part A of the phonic section aloud and ask the students to repeat after you. Then ask some of the students to read and pronounce the words aloud.
- Read part B of the phonic section aloud and demonstrate short e by writing some examples on the blackboard.

1.	**man**	**men**
2.	**pan**	**pen**
3.	**sat**	**set**
4.	**pat**	**pet**
5.	**bat**	**bet**
6.	**mat**	**met**

B.

Short **e** sound is also written as **ea**, **weather**, **feather**, **bread**, **spread**, **head**, **dead** and **heavy**.

- Ask the students to read the sentences silently and put the underlined words in the right column.
  a. It rained **heavily** yesterday.
  b. I took my old **leather** **bag** and **held** my umbrella over my **head**.
  c. I **went** to the shop and asked the salesman to give me a **bread** **pan**.
  d. I went back home and baked some **bread** in it.

Short a	Short e
bag	heavily
pan	Leather bag
	held
	head
	went
	Bread pan

Step four

- **Grammar Summary:** Write the topic on the board, (Subject pronouns + Be (Verbs), Be Contractions, Possessive Adjectives.
- Ask some of the students if they could define "subject pronoun", "possessive adjective" and give examples. Then define once more them and demonstrate it on the blackboard by writing some example.
- Read the grammatical charts of the grammar summary section aloud and ask the students to listen carefully. Then ask some of the students to read the charts once more.

Step five

- **Speaking:** Divide the students in groups of three and four. Ask them to make a conversation with their group members; they should ask about their age, family, school, last name, nationality ….etc. e.g. and ask them to write the information down in their notebook and find out what they have in common.
  1. What is your name?
  2. What is your last name?
  3. How old are you?
  4. What is your family's name?
  5. What is your nationality?
  6. How many members are there in your family?
- Ask some of the students to come in front of the class and make conversation. At the end of the conversation they should find what they have in common.

Step six

- **Homework:** Ask your students to write a paragraph about one his/ her classmated.

Unit six
Lesson five

Objectives of the unit:

- introduce people.
- exchange personal information.
- read about greetings around the world.
- listen to people talking about greeting customs.
- write a paragraph about yourself.
- ask and answer questions with “Be”.

Objectives of the lesson:

- to learn the people, nationality, languages.
- to have a review of all the Vocabularies in Unit 6.

-Period: (45) minutes.
-Pages:64-65-66
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson give short information about yourself. My name is ______.I am from Afghanistan. I am an Afghan. The languages that I speak are Dari, and Pashto.

Step three

- **Speaking:** Before reading the paragraphs, ask the students to draw a table like the one in reading section of page 62 in their notebooks. Read the paragraphs aloud and ask the students to listen carefully.
- Ask the students to read the paragraphs silently and complete the table they have drawn in their notebooks.
- Ask some of the students to read the table and check if they completed correctly. Then ask some others to read the paragraphs one by one.
- Ask the students to imagine that they are one of the people they have just read about the people and talk about themselves.

Step four

- **Listening:** Ask the students to listen to their classmates talking about his / her friend and complete the information about each person in the chart. But before talking ask the students to draw the table of the listening section in their notebooks.

E.g. My classmate's name is Laila. She is from Afghanistan. She can speak Dari, Pashtu, English and Arabic. Her family's name is Rahimi She is studying French, because in the future she would like to travel to France.

- Ask some of the students if/ whether they have completed the table correctly. If anyone fails, ask another student to read the table.

No	Family Name	First Name	Studying	Country
1	Rahimi	Laila	French	Afghanistan.
2				
3				

Step five

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step six

- **Homework:** Ask your students to write a paragraph about themselves.

Unit 7

Daily Life

In this unit you are going to:

- **talk about daily activities.**
- **talk about work and school.**
- **listen to someone talk about his / her daily activities.**
- **read about a day in the life of a tourist guide.**
- **write a paragraph describing a job.**



Unit seven
Lesson one

Objectives of the unit:

- talk about daily activities.
- talk about work and school.
- listen to someone talk about his / her daily activities.
- read about a day in the life of a tourist guide.
- write a paragraph describing a job.

Objectives of the lesson:

- to talk about daily activities.
- to talk about work and school.

-Period: (45) minutes.
-Pages: 67-68-69
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - How often do you spend time with your family?

Step three

- **Discussions:** Write the question "How often do you …..?) on the blackboard. Call each student by name and ask the question according the given pictures on the discussion section.
- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.
- Divide the students in pairs to ask and answer question with "How often do you …?).
  E.g.
  Student A: How often do you eat in a day?
  Student B: I eat three times.

Step four

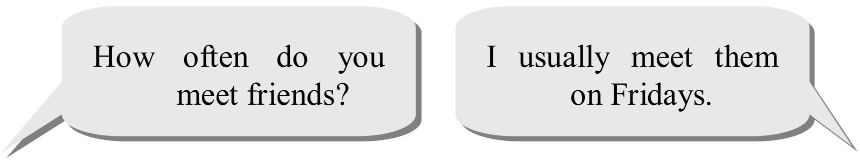
- **Conversation:** Get the students to look at page 68 of the book, the conversation between Hashim, and Rahman. Read the conversation aloud, and get the students to listen to you. Then ask one or two pairs to read the conversation once again. Divide the students in pairs of (Hashim, and Rahman), to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another one the same as this one. .Explain the conversation clearly, and do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate words, not patterns. At the end tell the students to ask the following questions from the students about the conversation.
  1. Where does Rahman work? He works for the Ministry of Public Health.
  2. How often does he work? He usually works from 8:00 am. to 4:00 p.m.
  3. Does he usually have lunch at home?
  4. What does Hashim suggest to Rahman?
  5. Does Rahman accept the invitation?
  6. Why doesn't Rahman accept the invitation next week?

Step five

- **Grammar: Adverbs of Frequency".**
  Adverb of frequency is a word and used to show how many times an action happens or repeated. Or Adverbs of frequency are those which are used to show repetition of an action.

Always	**Usually**	**Often**	**Sometimes**	**Seldom**	**Rarely**	**Never**
100%	**90-99%**	**75-90%**	**25-75%**	**10-25%**	**1-10%**	**0%**

  1. He **often** makes mistakes.
  2. I **never** met your cousin.
  3. He **seldom** comes here.
  4. Sometimes he comes here.
  5. He **always** tries to do his best.
  6. They **always** practice together.
- Write the definition of adverb of frequency with many examples on the blackboard and ask the students to write it in their notebooks. Then ask some of the students say some example with adverb of frequency.
- Read the grammatical chart aloud and ask the students to listen carefully. Then ask some of the students to read the charts once more.
- Ask the students to read the sentences of part A of grammar section silently and completed with suitable words and expressions. Then ask some of the students individually to read the sentences one by one. If anyone fails to read the sentence correctly ask another student to read it.
- Ask the students to take turns, asking, and answering about some activities they do on weekends. Use suitable adverbs of frequency.



Step six

- **Homework:** Ask your students to write a paragraph and use adverbs of frequency in it.

Unit seven
Lesson two

Objectives of the unit:

- talk about daily activities.
- talk about work and school.
- listen to someone talk about his / her daily activities.
- read about a day in the life of a tourist guide.
- write a paragraph describing a job.

Objectives of the lesson:

- to write a paragraph describing a job.
- to listen to someone talk about his / her daily routine.

-Period: (45) minutes.
-Pages: 70-71
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - What would you like to be in the future?

Step three

- **Vocabulary:** Read the words (jobs) in the chart aloud, and then ask the students to read each box one by one.
- Ask the students to look at the pictures, and match the pictures to the jobs in the box.
  a. Picture 1 =secretary
  b. Picture 2 =Journalist
  c. Picture3 =Waiter
  d. Picture4 =Policeman
  e. Picture5 =announcer
- Ask the students to imagine **he/she is a secretary**. Ask some of the students to come in front of the class and talk about his/her daily activities.

Step four

- **Listening:** Ask the students to listen to one of their classmates describing his / her working day to the class. When can he do each activity? Listen and tick.

Activity	Day shift	Night shift
watch sports		
spend time with family		
eat out		
visit friends		
Go shopping		
exercise		

Step five

- **Reading:** Read the text aloud and ask the students to listen carefully. Then ask some of the students to read it paragraph by paragraph individually.
- Ask the students to read the article silently and circle the appropriate answer.

The article talks about:

  - Farhad's daily routine.
- Ask the students to read the questions and find their answer.
- Ask the students to find a word from the article that means:

Old = ________________________.

People who travel for fun = __________________.

To like doing = _________________.

- Ask the students, How often does Farhad do these things?
  - Take tourists to ancient places.
  - Enjoy holidays with family.
  - See people of many nationalities.
  - Make shopping easy for tourists.
  - Not see family for 2 -3 days.

Step six

- **Homework:** Give homework to the students to write a paragraph about: Would you like being a tour guide? Why? Why not?

Unit seven
Lesson three

Objectives of the unit:

- talk about daily activities.
- talk about work and school.
- listen to someone talk about his / her daily activities.
- read about a day in the life of a tourist guide.
- write a paragraph describing a job.

Objectives of the lesson:

- to understand the dialogue, and get idea from it.
- to get information about someone, and write a paragraph by using the information.

-Period: (45) minutes.
-Pages: 72-74
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions question. Like:
  - What would you like to be when you grow up? Why?

Step three

- **Conversation.** Get the students to look at page 72 of the book, the conversation between Teacher, Nooria, and Tahera. Read the conversation aloud, and get the students to listen to the conversation. Then ask them to read it once again. Divide the students in groups of (Teacher, Maewand, and Raj), to practice the conversation on their own. Then ask one or two groups to come in front of the class, and say the conversation as a role play. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a resort, and then only to translate words, not patterns.

Step four

- **Grammar:** Simple Present Tense (Wh Questions with "Do" verb).
  Simple present tense is used to show habitual, regular action as well as general fact.
  1. I come to school every day.
  2. She comes to school every day.

3. He comes to school every day.
4. They come to school every day.
5. You come to school every day.
6. We come to school every day.

- Ask some of the students if they have memorized the definition of simple present tense and give examples. They briefly describe simple present tense in various form (statement, negative and question).
- Read the grammatical charts aloud and ask the students to listen carefully. Then ask some of the students to read them once more.
- Ask the students to read the conversation silently and complete it with suitable words.
- Ask some of the students to read the sentences one by one to check if they have filled correctly. Then ask them to practice the conversation with their partner.

  1. A: What do you **do**?
  B: I'm a **student.**
  A: And where do you study?
  B: I study at Ariana High School.
  A: What subjects do you like?
  B: I like English, History, and Geography.

  2. A: What __**is**___ your father **job**?
  B: He's a businessman He _works in a company.
  A: What about your uncle? Does he work?
  B: Yes, he does. He works in Toolo T.V
  A: What does he do?
  B: He is a commentator. He **writes and presents the news.**

- Ask the students to play in groups: Get them to choose a job and mime the action related to the job, and the group guesses the job. e.g.
  1. One student takes a piece of chalk and the book, stands near the board, and acts as if he/she is teaching, He/she shouldn't say anything by their tongue, just by acting (movements/showing of his/her hands, face, head) etc. The group guesses that he/she is teaching. (teacher)

Step five

- **Writing:** Before read the passage, ask the students to draw a table like the one in writing section. Then ask the students to read the passage about "Fawzia Habib" silently and complete column "A" in the table.
- Ask the students to fill column B about someone else he/ she know.

Step Five

- **Homework:** Ask your students to write a paragraph about a famous person he/ she know.

Unit seven
Lesson four

Objectives of the unit:

- talk about daily activities.
- talk about work and school.
- listen to someone talk about his / her daily activities.
- read about a day in the life of a tourist guide.
- write a paragraph describing a job.

Objectives of the lesson:

- to learn the Phonic short "I" and short "e"
- to learn the rule of short "a", and short"e".
- to have a review of all grammatical points in summary.
- to have a review of all the vocabularies in unit 7.

-Period: (45) minutes.
-Pages: 74-75-76
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Steptwo

- **Brainstorming:** In order to make your students concentrate on their lesson pronounce aloud. **Short "I" and short"e" Sit, set.**

Step three

- **Phonic:** Write the topic of the lesson on the board**, (Phonic) Short "i" -Short "e")**

- Read the words in the chart aloud and ask the students to listen carefully and repeat after you.
  Short "i" sound is usually written as "i" in the words: lip, milk, hint, fridge, bridge, his, and six.
- Ask the students to read the sentences silently and put the underlined words in the right column.

Short "i"	Short "e"
Listens	mechanic
dinner	gets
Family	breakfast
	seven
	very

Step four

- **Grammar:** Read the grammatical chart aloud and ask the students to listen carefully. Then ask the students to read it once again. Ask the students, if they have any questions; encourage them to ask their questions from you.
- Ask the students to read the activities and write as many questions as they can. Then ask some of them to come in front of the class and write one-one question for each activity.
- Divide the students in pairs to ask and answer question about their daily schedule.
- Ask the students to rewrite the sentences by using the adverbs of frequency.

Exercise solution:

1. He **always** spends Friday mornings with his friends.
2. They **usually** go to the library, and borrow some books.
3. They **never** let a week without reading a book.
4. They **often** play tennis together.
5. They **rarely** have lunch in a restaurant.

Step five

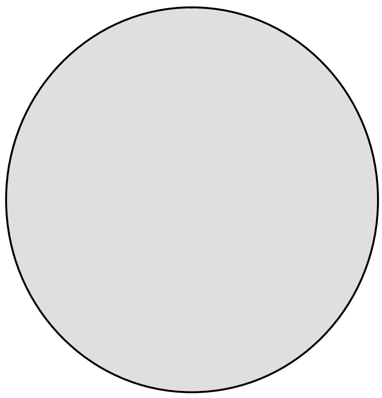
- **Speaking:** Ask the students to speak about their certain activities that they do daily, what are they? How much time do they spend on each activity? Then ask them to fill the table.

activity	time spent	activity	time spent
Perform morning prayer, recite holy Quran.	5:00-6:00	Do exercise every morning	6:00-7:00
Having breakfast	7:00-8:00	Listen to the news, and do my homework	8:00-10:00
Help with my mother in doing house work	10:00-11:00	Getting ready for going to go to school.	11:00-12:00

Step six

- **Homework**: Ask the students to look at Naiem's time circle. Use the table to make their own time circle and draw it in the empty circle.





- Ask the students to work in pairs. Ask about each other's activities. What do they have in common? e.g.
  1. What do you do in your spare time? I go to play **basketball.**
  2. How often do you meet your family? I usually **meet my family** on the weekend.
  3. When do you participate in playing basketball event? I will **participate** in basketball event on the weekends at 6:00 a.m.
  4. How long does the basketball event take place? It takes place for one an hour.
  5. How often does she go for **swimming**? She never goes for swimming.
- Ask the students to look at their time circle. Do they think they should change some of their daily activities to make better use of their time? Then write their time circle in their notebooks.

Unit seven
Lesson five

Objectives of the unit:
- talk about daily activities.
- talk about work and school.
- listen to someone talk about his / her daily activities.
- read about a day in the life of a tourist guide.
- write a paragraph describing a job.

Objective of the lesson:
- to have a review of all the vocabularies in unit 7.

-Period: (45) minutes.
-Pages: 77-78
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-**Teaching materials:** Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-**Evaluation Method:** questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - How much time do you spent on each of your daily activity?

Step three

- **Reading:** Ask the students to look at Mustafa's picture. What do they think where does he work? And fill in the tables. E.g.

  What I **know** he words in an airport.
  What I **want** to know which airport is this?
  What I **learned** he works in Kabul airport as a steward.



- Ask the students to read the paragraph about Mustafa silently and complete it with the words given to the box

Before-around-in-early-late-on-at-after

Everyone at the airport knows Mustafa. He is a ground steward for Afghan Airlines. He checks passengers' passports, tickets, etc. **On** weekdays, Mustafa sleeps most of the day and after offering the Morning Prayer he wakes up a little **late** **in** the morning. He has "brunch" (breakfast and lunch) **at** 09:30 or 10:00. He watches television **before** the afternoon prayers. He leaves for work after six o'clock **at** night and returns **early** in the morning, usually around 5:00 a.m. He hurries to the mosque to pray and is never late for Morning Prayer (Sobh Prayer).

Step four

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step five

- **Homework:** Give homework to your students to memorize the spelling of all the vocabualryies for dictation tests.

Unit 8

Review

Unit eight
Lesson one

Objective of the lesson:

- to have a review from all the exercises. (Speaking, listening Vocabulary).

-Period: (45) minutes.
-Pages: 80-81-83
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Which profession do you like? Why?

Step three

- **Speaking:** Write the question of the speaking section "Which profession would you like to be in future? Why?" on the blackboard and ask the students to work in pairs to discuss about it.

Step four

- **Listening:** Read each people's "Jobs", and ask the students to check the statements that are true. Then ask some of the students to read each job's descriptions one by one.

Step five

- **Vocabulary:** Before doing the exercise ask the students to draw the table of the vocabulary section in their notebooks. Then give them to read the table and write at least five items under each category.
- Divide the students in pairs, one student say a verb and second student should use the verb with an adverb of frequency in a sentence. E.g.
  Student A: smile
  Student B: He always smile when he see me.

Adverb of Frequency	Places	Jobs	Greeting
usually	**school**	**teacher**	**shake hands**
always	class	student	bow
sometimes	office	principle	Press palm together
often	kindergarden	headmaster	hug

seldom	library	Assistant director	Pat on the back
Rarely	laboratory	steward	

<u>Step six</u>

- **Speaking:** Divide the students in groups of six. Ask them to take a piece of paper and draw six equal rows in it. Tell them to write at the top of each row one of these word (who, did, what, with whom, where, when) and write one question for each word and ask it from his/ her partner.

<u>Step seven</u>

- **Reading**: Read the text aloud and ask the students to listen carefully. Then ask some of the students to read paragraph by paragraph once again. At the end ask them the following questions:
  1. How often do Palwasha and her family go shopping?
  2. With whom does Palwasha go for shopping?
  3. Which kinds of offers does the market have?
  4. What do Palwasha, and her brothers love to buy?
- Ask your students to read the sentences in part of the reading section and rewrite it with underlined words form the passage.
  1. Palwasha and her brother like to purchase <u>different kinds of food.</u>**(Foods on display).**
  2. They start buying <u>milk, cheese and butter</u>**. (diary products)**
  3. There's a long <u>line</u> so she has to wait to pay**. (queue)**
  4. Palwasha's brothers <u>fight</u> about things to buy**. (argue)**

<u>Step eight</u>

- **Homework:** Ask the students to complete the sentences with correct adverb of frequency.

Often **Sometimes** **Never** **Usually** **Always**

1. The family **<u>always</u>** needs two trolleys because they have a lot of groceries.
2. Palwasha's mother **<u>always</u>** goes to the meat the market.
3. Palwasha **<u>always</u>** checks the shopping list.
4. Palwasha's family shop at the same place **<u>once aweek.</u>**
5. She **<u>rarely</u>** finds the checking counters empty.

Unit eight
Lesson two

Objective of the lesson:

- to have a review of all the exercises. (Speaking, Vocabulary, Listening, Phonics, Conversation Reading).

-Period: (45) minutes.
-Pages: 83
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Who can name some famous people?

Step three

- **Speaking:** Divide the students in groups. Write the question "**Can you guess who was he/ she?**" on the blackboard. Then ask the student to choose a famous person and describe him/ her without telling his/ her name and ask the rest of the group to guess who he/ she was.
- Ask one of the students to come in front of the class. Tell him to talk about a famous person without saying his name. Ask the other students to guess the name of the person.

Step four

- **Vocabulary:** Ask the students to write a verb for the words given in the vocabulary section. Then ask them to add some other words to make a sentence. E.g.
  1. **_do** homework / **I do my homework.**
  2. **_spend_** holiday / **He spend his holiday to Paghman.**
  3. **_meet** at home / **She meets her uncles' family at home.**
  4. **_visit_** friends / **_He visit his friends in Paghman.**
  5. **Watch** a program **through Toloo T.V.**
- Ask some of the students to come in front of the class and write sentences given in their books.

Step five

- **Listening:** Read the sentences aloud and ask the students to complete the sentences with the names or the pronouns you say.

Note: Dear teacher! Say the names from your own.

1. Shafiqa was going to the market when **her brother** called her.

2. **She** bought a kilo of meat from the butchery.
3. In the butchery she met **her uncle.**
4. **Miriam** is having lunch.
5. Who is he? He is my best friend, **Farid**
6. **Malalai** and her friends go to on a picnic every Friday.

Step six

- **Homework:** Give homework to the students, and ask them to write the vocabulary section in their notebooks and write a verb that is used with each given words. Then add one or more words to each verb to make a sentence

Unit seven
Lesson three

Objectives of the lesson:

- to learn the Phonics sound" short vowels (a, i, e).
- to have a review of all the vocabularies in unit 8.

-Period: (45) minutes.
-Pages: 84-85-86
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson pronounce the Phonics sound" short vowels (a, i, e).
  - Stamp, camp, mechanic, frien**d,** met.

<u>Step three</u>

- **Phonics:** Short vowels **(a, i, e)**
- Ask the students to read the words and sort them out according to their sound. Some words can be put under more than one column. But before sorting ask them to draw the table of the phonic section in their notebooks.

Stamp, camp, mechanic, friend, met.
Straight, write, plane, bat, sit.
Give, cat, until, pet, hospital.
Bill, garage, bread, health, sit.
Speak, pet, sweets, children, big.
Kindergarten, cousin, kite, memory, tins.

a	e	i
stamp	mechanic	until
camp	friend	sit
bat	met	big
cat	write	give
kindergarden	plane	bill
straight	pet	children
hospital	bread	kite
garage	health	tins
	speak	cousin

- Ask the students individually to read the words they have sorted aloud. If anyone fails, ask another student to read the sort.
- Ask the students to write the words that have completely different sounds.

Step four

- Conversation**:** Get the students to look at page 84 of the book, the conversation between Nargis, Rabia. Read the conversation aloud, and get the students to listen carefully. Then tell them to read it once again. Divide the students in pairs (Nargis and Rabia), to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another conversation the same as this one. Explain the conversation clearly, and do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end, ask the following questions from the students about the conversation.
  1. Where do Rabia and Nargis meet each other?
  2. What does Rabia do?

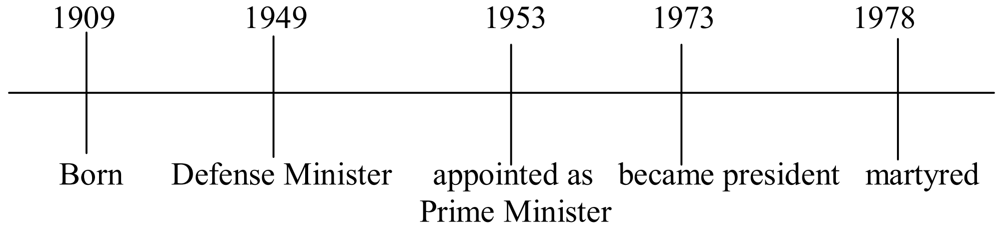
Step five

- **Speaking:** Divide the students in pairs to ask and answer questions about Palwasha's story in the reading of lesson Two,e.g.
  Student A: How often does Palwasha go shopping?
  Student B: Once a week.

Step six

- **Writing:** Ask the students to choose two countries. Name a famous personality from each country. On the timeline write the events of his / her life. E.g.

  1. Sardar Muhammad Daud Khan the President of Afghanistan



Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask the students to write a paragraph about one of the famous personalities by using the timeline they have made.

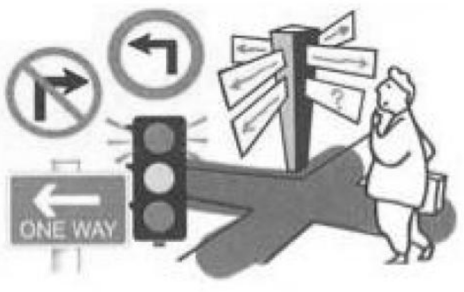
> Sardar Muhammad Daud Khan was born in 1909.He was one of the famous President of Afghanistan. In 1949 he was the defense Minister of Afghanistan, and then in 1953 he was appointed as the Prime Minister. In 1973 he became the President of Afghanistan, and in 1978 he was martyred.

Unit 9

On the Road

In this unit you are going to:

- **ask for and give directions.**
- **give instructions.**
- **learn about road signs.**
- **listen to people giving directions and following them on a map.**
- **read about maps.**
- **write a paragraph giving directions to a place.**



Unit nine
Lesson one

Objectives of the unit:

- ask for and give directions.
- give instructions.
- learn about road signs.
- listen to people giving directions and following them on a map.
- read about maps.
- write a paragraph giving directions to a place.

Objectives of the lesson:

- to ask for and give directions.
- to give instructions
- to learn about road signs.

-Period: (45) minutes.
-Pages: 87-88-89
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

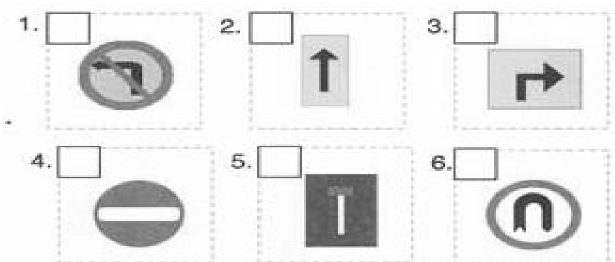
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take attendance of students in class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them this question.
  - Do you know the three colors of the traffic signs? (Green, red, Yellow).
  - What they standing for?

Step three

- **Discussion:** Before this discussion exercise, the students need to be taught the new expressions first.
  1. (Go straight, turn left, Dead end, Turn right, don't turn left, don't enter
- Write the new expressions on the board, read and pronounce each word aloud, then ask the students to repeat after you.
- Ask the students to look at the signs in discussion section. Show the traffic sings to the students and ask**:**



1. **Where do you see these signs?** Generally, we see these signs on the traffics' squares, on the streets, or at the end of the streets.

1. Don't turn left.2. Go straight.3.Turn right. 4. Don't enter. 5. Dead end. 6. U turn.

2. **B.What are they for?** They stand for showing the traffic directions for vehicles and people; where should they go, where should they stop? Where shouldn't they go, where should they turn, where shouldn't they turn etc?

- Ask the students to read the structures and match them to signs.

Exercise solution:

1. Don't turn left.2. Go straight.3.Turn right. 4. Don't enter. 5. Dead end. 6. U turn.

Step four

- **Conversations:** Get the students to look at page 88 of the book, the conversation between the Secretary and Mr.Hashim. Read the conversation aloud, and get the students to listen to the conversation. Then tell them to read it once again. Divide the students in pairs (Secretary and Mr.Hashim), to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns.

Step five

- **Grammar: (Preposition of place)**.
  Prepositions of place are the prepositions which show the location of something e.g.
  past, near, under, over, in front of, on, In, over

Preposition of place		
Where are you now?	I'm on Dar ul Aman Road near Habibia High School.	**pass** **near** **under** **over** **in front of**
Can you tell me the way ……………….?	Go straight ahead **on** this road. Turn left **on** University Road. Go **passed** the Arian wedding hall. Turn right **on** Park Road.	

- Write the definition of preposition of place on the blackboard and ask the students to copy it in their notebooks.
- Ask the students to look at the map in grammar section and complete the sentences by using the prepositions of place.
  1. A: Excuse me, is there a mosque **near** the Ministry of Communication?
     B: Yes, there is one **infront** of the Ministry.
  2. A: Excuse me, could you tell me how to get to the library?
     B: Certainly. If you are next to the Ministry of Communication, go **straight** to Serena Hotel Street then turn left and go **ahead** to the Malek Asghar intersection, you will see the library on the right.
- Divide the students in pairs. Ask them to choose a location on the map in part A of the grammar section and ask their partners how to get there. Their partner will give them directions. Use prepositions of place.

Step six

- **Homework:** Give homework to the students to write the direction of their houses to school. How to get to the school? Use the prepositions of place as much as they can accurately.

Unit nine
Lesson two

Objectives of the unit:

- ask for and give directions.
- give instructions.
- learn about road signs.
- listen to people giving directions and following them on a map.
- read about maps.
- write a paragraph giving directions to a place.

Objectives of the lesson:

- to listen to people giving directions and following them on a map
- to read a bout the map.
- to write a paragraph giving directions to a place.

-Period: (45) minutes.
-Pages: 90-91
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - In which subjects do you use maps?

Step three

- **Listening:** Ask the students to listen to you while you are reading the police officer directions, and ask them to match the questions to the answers.
  1. Excuse me, how far is the Serena Hotel from here?
     It is around the corner. Just turn right on Forooshga Street and you will see it.
  2. Could you tell me where the bus stop is?
     You are standing in front of it.
  3. Excuse me, where is the Bank?
     It is about five minutes away. Go straight ahead to the bank street then turn right and walk to the end of the block, it is on the left.
- Ask some of the students to read the question and the correct given direction. If anyone fails, let other students to read the correct answer and direction.

Step four

- **Reading:** Before reading the text, write the questions on the blackboard and ask them from the students. Let them to give opinion.

- Read the text aloud and ask the students to listen carefully. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. Then ask some of the students to read it paragraph by paragraph once again. At the end ask the following questions from the students about the text.
  1. How many kinds of maps do you know about?
     There are different kinds of maps: like the world map, city map, road map, street and house maps, construction map.
  2. What do you use the map for?
     We use the directions on a map to show us places.
  3. What else do the maps show?
     Maps also show size, climate and physical features such as rivers, mountains and deserts of a country.
  4. What do we use a compass for?
     A compass is used to see the directions. It shows north, south, east and west.
- Ask the students to read the map carefully. Then let them to read the questions and choose the correct answer.
  1. What does the map" key" tell us?
     a. The names of the countries.
     b. The meanings of the symbols on the map.
     c. The color of flags.
  2. What does the "compass rose" in the upper right corner tell you?
     a. Time
     b. Distance.
     c. Direction
  3. Can you name three countries that have oil?
     Saudi Arabia, -Iraq- Kuwait
  4. Which countries are in the north of Afghanistan?
     Russia, Turkmenistan, Uzbekistan.
  5. What is the capital of Uzbekistan?
     Tashkent is the capital of Uzbekistan.
  6. Which country covers a large area? Afghanistan or Tajikistan?
     Tajikistan covers a large area than Afghanistan.

<u>Step five</u>

- **Homework:** Ask your students to write a paragraph about Afghanistan.

Unit nine
Lesson three

Objectives of the unit:

- ask for and give directions.
- give instructions.
- learn about road signs.
- listen to people giving directions and following them on a map.
- read about maps.
- write a paragraph giving directions to a place.

Objectives of the lesson:

- to learn the traffic sings in order to use them for directions
- to learn the Imperatives (Affirmative, Negative)

-Period: (45) minutes.
-Pages: 92-93
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

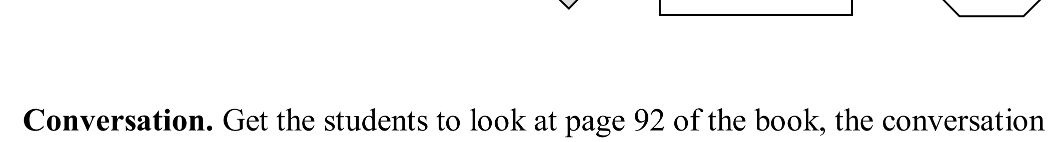
- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Do you follow rules while driving?
  - Why is it important to follow the rules?

<u>Step three</u>

- **Vocabulary:** Ask the students to read the words and match the geometrical shapes in column **A** with its name in column **B**. Then add two more shapes to the list.
- Ask some of the students to come in front of the class. Tell them to read the name and draw its shape on the blackboard.

Exercise solution:

Circle, square, triangle, lozenge Rectangle Octagon



<u>Step four</u>

- **Conversation.** Get the students to look at page 92 of the book, the conversation between (an Instructor and Khalid). Read the conversation aloud, and get the students to listen to the conversation. Then ask them to read it once again. Divide the students in pairs (Instructor and Khalid) to practice the conversation on their own.

Then ask one or two pairs to come in front of the class, and say it as a role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns.

- Write the question in part B of the conversation section on the blackboard and ask the students to give opinions and ideas about it.

Step five

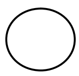
- **Grammar:** A sentence that expresses a command or an entreaty is called imperative sentence. E.g.
  Be quiet.
  Have mercy upon us.
- Write the definition of imperative sentence with some examples on the blackboard and ask the students to copy it in their notebook. Then ask some of the students if they could say some imperative sentences.
- Read the sentences in the grammatical chart aloud and ask the students to listen carefully. Then ask some of the students to read once more.

Imperative	
Affirmative	**Negative**
Buckle up!	
Go straight ahead.	**Don't** go straight.
Cross the road.	**Don’t** cross the road.
Turn left at the corner.	**Don't** turn left at the corner.

- Tell the students to look at the signs in their books and write them down instructions.



Exercise solution:
1. **<u>Don’t stop</u>**
2. **<u>Dead end</u>**
3. **<u>Danger!</u>**
4. **<u>No Parking.</u>**
5. **<u>Don’t turn left.</u>**

- Ask some of the students to read the instructions they have written. If anyone couldn’t read them correctly ask another student to read it.
- Ask the students if they know any other signs. Tell them to draw or say them.
- Divide the students in pairs. One students draw a sign and another student answer say it name. e.g.
  Student one: 
  Student two: circle

Step six

- **Homework:** Ask your students to read the paragraph written in writing section of page 93 and write the name of the building in their notebooks.

Exercise solution:

1. <u>Flower shop</u>
2. <u>Barberries</u>
3. <u>Ice-cream</u>
4. <u>Drug store</u>
5. <u>Pizzeria</u>

- Ask the students to draw the map of their street to their school in their notebooks and write a paragraph about it.

Unit nine
Lesson four

Objectives of the unit:

- ask for and give directions.
- give instructions.
- learn about road signs.
- listen to people giving directions and following them on a map.
- read about maps.
- write a paragraph giving directions to a place.

Objectives of the lesson:

- to learn the Phonic short "a" and short "u"
- to learn the rule of short "a" and short "u".

-Period: (45) minutes.
-Pages: 94-95-96
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson, pronounce the short "a" and short "u" Cap, cup aloud.

<u>Step three</u>

- **Phonics: Short "a" as in cap**. **Short "u" as in cup.**
- Write the words on the board, and read /pronounce them aloud ask the students to listen repeat them after you.
- Read the words on the table aloud and ask the students to repeat after you. Then describe the rule for the students and give some examples.

1.	Cap	cup
2.	hat	hut
3.	bag	bug
4.	ran	run
5.	pan	pun
6.	cat	cut

Short u sound is also written as: **ou** (c**ou**ntry – d**ou**ble – tr**ou**ble – c**ou**sin).
O (c**o**me – s**o**me – gl**o**ve – c**o**ver).

- Ask the students to read the paragraph silently and write the words with short (a) and Short (u) in the table below.

Short (a)	Short (u)
have	fun
class	club
always	punishment
as	cousins
makes	jump
	hundred

- Ask some of the students to read the paragraph aloud. Then ask some of the students to read the words they have noted with short "a" and short "u" sounds.

Step four

- **Grammar Summary:** Read the grammatical charts aloud. Then ask some of the students to read the charts aloud.
- Ask the students to read the sentences silently and complete them with verb and if it is necessary use don't as well.

Exercise solution:

1. Don't look out of the window. 2. Read aloud.

3. Don't be late. 4. Write the sentences on the board.

4. Listen to the news. 6. Come in the class.

7. Go fast. 8. Don't eat two kilos of meat.

Step five

- **Listening:** Ask your students to listen to you carefully. Direct one of your student from school to Froshga and ask other students to draw the way you are directing.
- Ask some of the students to name the ways they have just written from your direction.

Step six

- **Speaking:** Ask your students that their youth club would like to make a walk from Kabul University to Amani high school. Tell them to draw the map from the starting point to finishing point. Also tell them not to show their drawing to the others. Make them in turn to describe their map.

Note: Dear teacher appoint a place from your own city that the students be familiar with it.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Tell your students to write a direction from their houses to their school.

Unit 10

Memories

In this unit you are going to:

- **talk about past events and experiences.**
- **describe people's characters.**
- **listen to someone describing others.**
- **read about a special memory.**
- **write a paragraph about a special memory.**



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Unit ten
Lesson one

Objectives of the unit:

- talk about past events and experiences.
- describe people's characters.
- listen to someone describing others.
- read about a special memory.
- write a paragraph about a special memory.

Objectives of the lesson:

- to talk about past events and experiences.
- to describe people's characters.

-Period: (45) minutes.
-Pages: 98-99
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step One</u>

- Say **السلام عليكم** to the students and get them to say **وعليكم السلام** back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Is it important to have friends? Why?

<u>Step three</u>

- **Discussion:** Write the events written in the discussion section and ask the students which of these events do they remember from their past time?
  - Their first friend.
  - Their first cooking.
  - Their first teacher.
  - Their first bicycle/toy.

e.g.

I remember **my first friend** during my Primary School. His name was Najib. He was so sweet and friendly with me. In the school during recess time we used to walk together, and we used to buy something from the school's Canteen. We studied our lessons together. We played ball together. We were classmates up to grade fifth in Ghazi High School in Kabul.

<u>Step four</u>

- **Conversation:** Get the students to look at page 98 of the book, the conversation between Nadia, Shamsia, and Sara. Read the conversation aloud, and get the students to listen to the conversation. Then ask them to read it once again. Divide the students

in groups (Nadia, Shamsia, Sara), to practice the conversation on their own. Then ask one or two groups to come in front of the class, and say the conversation as a role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask the following questions from the students about the conversation.

1. When did Sara meet Nadia?
   Sara met Nadia at the Primary school.
2. Does Sara remember the first day of the school with Nadia?
   Yes, she still remembers her first day of the school with Nadia.
3. Were Sara, and Nadia mothers were good friends?
   Yes, they were good friends.
4. Who took Sara and Nadia to school for the first time?
   Their moms took them to school to introduce them there.
5. How was Nadia's behavior?
   She was shy, and well behaved, seven years old gril.

- Ask the students to list four words that describe Nadia and Sara.

<u>Step five</u>

- **Grammar: (Regular and Irregular verbs of Past Tense)**
  Simple Past tense expresses an action or activity which started in the past and finished in a particular time in the past. e.g.

Affirmative Statements:

1. I **met** my first friend at the Supermarket.
2. She **went** to Italy two years ago.

WH Questions:

3. Where did you **meet** your first friend?
   I **met** her at the Supermarket in Shari-Now.
4. When did he go to Italy?
   He went to Italy two years ago.

Yes, No questions.

5. Did you meet your first friend at the Supermarket? Yes I did. No, I didn't.
   Yes, we did. No, we didn'**t**.

- Read the grammatical chart aloud and ask the students to listen carefully. Then ask the students to read it once again.
- Ask the students to read the conversation silently and complete the conversations. Then ask them to practice with their partner.

Exercise solution:

A: When **<u>did</u> you** meet Hassan?
B: I **<u>met</u>** him last week. He is a shy person.

A: **<u>Did</u>** you do anything special last weekend?
B: Yes, I **<u>went</u>** for a picnic and met many of my friends.

A: How **<u>did</u>** you pass this difficult exam?
B: A friend **<u>helped</u>** me to study.

- Divide the students in groups and ask them to talk about their first day at school.

<u>Step six</u>

- **Homework:** Give homework to the students to write the funniest experience from their life in the past on their notebooks.

Unit ten
Lesson two

Objectives of the unit:

- talk about past events and experiences.
- describe people's characters.
- listen to someone describing others.
- read about a special memory.
- write a paragraph about a special memory.

Objectives of the lesson:

- to listen to someone describing others.
- to read about a special memory.

-Period: (45) minutes.
-Pages: 100-101
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions. Like:
  - Who is talkative in your class?

Step three

- **Vocabulary:** Ask the students to look at the pictures. Hold up your book and ask them (What are the people in the pictures doing?".
- Read adjectives written in vocabulary section aloud and ask the students to repeat after you. Then ask a few students to read the adjectives aloud.
- Ask the students to read adjectives silently and think of three more adjectives that describe people.
- Ask some of the students to come in front of the class and write the adjectives on the blackboard.
- Tell your students to think about three adjectives to describe a friend. E.g.
  1. My friend is **healthy, social,** and **hospitable1.**
  2. My friend is **sad, depress**, and **conservative.**
  3. My friend is **brave**, **attractive, and intelligent.**

Step four

- **Listening:** Ask the students to listen to their classmates talking about his/her friends. Tick the adjective in the chart below or another adjective that describe each student.

Name / Adjective	shy	happy	talkative	naughty
Naeem				
Nader				
Rashid				
Noor Ahmad				

- Ask some of the students to stand on their places and read the table they have just completed from his/ her friends talking. If anyone fails to read correctly, ask another student to read the correct adjective.

Step five

- **Reading:** Before reading the text, write the question "Do you remember a special moment in your childhood?" on the blackboard and ask it from the students.
- Read the text aloud and ask the students to listen carefully. Then ask some of the students to read it once more.
- Ask the students to read the paragraph silently and answer the question "What do you think this reading is about?"
- Ask the students to read two sentences given part C of the reading section and choose the correct meaning of the underline words in text.

Exercise solution:

1. Line 4: **"proud" means**
   a. to be unhappy and sad b. to behave very badly.
   (c.) **to be pleased by something that belongs to you.**
2. Line **8**: **"museum" means**
   (a.) **a building where ancient objects are kept.**
   b. place teachers can go to. c. a place you can buy things.

- Ask the students to read the questions in part D of the reading sections to circle the right answer:
  1. Where did the writer live before he came to UK?
     a. India (b.) **Afghanistan** c. United States of America
  2. What is the main idea of this reading?
     (a.) **an unforgettable childhood memory**. b. Going to school in another country
     c. child's love for his country.

Step Six

- **Homework:** Give homework to the students to write a paragraph about their special moment from their childhood. (A sad memory, or an unforgettable memory)

Unit ten
Lesson three

Objectives of the unit:

- talk about past events and experiences.
- describe people's characters.
- listen to someone describing others.
- read about a special memory.
- write a paragraph about a special memory.

Objectives of the lesson:

- to write a paragraph about a special memory.
- to learn the "direct object" and "In direct object".

-Period: (45) minutes.
-Pages: 102-103
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions.
  - Do you collect little things that remind you of special moments? Why?

Step three

- **Conversation: A**. Get the students to look at page 102 of the book, the conversation between Hatam, and his Dad. Read the conversation aloud, and get the students to listen to the conversation. Then ask them to read it once again. Divide the students in pairs (Hatam, Dad), to practice the conversation on their own. Then ask one or two groups to come in front of the class and say the conversation as a role play. Or make another one the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask the following questions from the students about the conversation.

  1. Who sent the old photo album to Hatam?
  2. Whom did Hatam show the album to?
  3. Who were in the picture in front of Ghazi Stadium in Kabul?
  4. How long did Hatam, his dad and his uncle stay in Kabul?
  5. Did they enjoy themselves?

Step four

- **Grammar: (Direct Object, In Direct Object).**

Object: The receiver of an action is called object.
Indirect object: Is the object which receives the action directly. Mostly things are direct object
Mariam sent this album.
S V D.O
Direct object: Is the object which receives the action indirectly. Mostly people are indirect object.
Mariam sent this album to Nahid.
S V Dir. Obj Indir. Obj

- Write the definition of object with many examples on the blackboard and ask the students to copy it in their notebooks.
- Read the grammatical chart aloud and ask the students to listen carefully. Then ask some of the students to read the chart aloud.

Direct Object	
Mom **cooked** **bread.** (V) (dir Obj) We all **ate** **it**. (V) (dir.Obj) Uncle **sent this album**. (V) (dir.Obj) He gave me a pen. (V) (dir.Obj)	(bread – it – album – pen) are all direct objects. **(O)** The object which comes after the verb is called direct object. **(V)**

- Ask the students to read the sentences silently. Tell them to underline the verbs and circle the direct objects. Afterwards ask some of the students to read the sentences one by one and show verb and object in it. If anyone couldn't, let another student to do so.

Exercise solution:

1. Nasir collected stamps.
2. He bought a new album.
3. He put the stamps in it.
4. He took the album to school.
5. He showed it to his friends

- Read the grammatical chart aloud and ask the students to listen carefully. Then ask some of the students to read the chart once more.

Direct and Indirect objects	
Some verbs can take two objects: a direct object (D.O.) and an indirect object (I.O.)	
Hatam **gave the album** to **his father.** (V) (Dir.Obj) (Idir.Obj) Our mom **made "bread"** for **us.** (V) (dir.Obj) (Ind.Obj) He **bought a nice notebook** for **me.** (V) (dir.Obj) (Ind.Obj)	**Verbs that take indirect object: Two Objects:** Give buy show order pass send write make tell

- Ask the students to read the sentences. Tell them to circle the direct object and put a line under the indirect object. Afterwards ask some of the students to read the sentences and show direct and indirect object in it. If anyone couldn't, let another student to do so.

Exercise solution:

1. Popal painted a picture for his aunt.
2. He showed it to his father.
3. His Father was happy. He sent it to his sister.
4. His aunt wrote a thank you note to them.
5. She also gave some money to Papal.
6. Popal bought an interesting book for himself.

- Ask the students to choose three verbs from the above box and use them to tell their partner about something they remember. e.g.
  1. **(Give**) My grandmother **gave** me some money. She asked me to **buy** a nice dress to wear it in the wedding ceremony of my sister.
  2. **(Show)** I **showed** the nice dress to my Mom. I **wore** it during my sister's wedding ceremony.
  3. **(Order)** My mother **ordered a** nice cake for the wedding.

Step five

- **Writing:** Ask your students to read the words in the list and put them under the related category and add one more word to the category. Then compare it with their partners.

Exercise solution:

summary vacations	bicycle
paint	collect
stamps	swim
circus	zoo
football	volleyball
park	running
mountain	

Childhood memories

Places	Hobbies	Things
Zoo	Collect	Bicycle
Park	Swim	Stamps
Mountain	Volleyball	
school	Running	
Circus	Paint	
	Stamps	
	football	
	summar	
	vocation	

- Ask the students to work in pairs. Tell them to use the words in the chart to talk about a childhood memory. Tell them to try to remember something special.
- Ask the students to complete the chart in part C of the writing section. Then they should say the story in three minutes. Make yourself sure that they should say and who, what, when and where in their speaking.

Step Five

- **Homework:** Ask your students to write a paragraph about their special memory in their notebooks.

Unit ten
Lesson four

Objectives of the unit:
- talk about past events and experiences.
- describe people's characters.
- listen to someone describing others.
- read about a special memory.
- write a paragraph about a special memory.

Objectives of the lesson:
- to learn the phonics sound short “u” and short “o”.
- to understand the rule for this sound.
- to have a review from the grammatical points, and vocabulary.

-Period: (45) minutes.
-Pages: 105-106-107-108
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two
- **Brainstorming:** In order to make your students concentrate on their lesson, pronounce the short “U” as in cup short “O” as in cot aloud.

Step three
- **Phonics:**

Short **"u"** as in cup	Short **"o"** as in cot

- Read the words aloud and ask the students to listen and repeat after you. Then explain short “U” to the students. Afterwards ask some of the students to read the words aloud.

1.	Hut	hot
2.	bucks	box
3.	cluck	clock
4.	cup	cop
5.	jug	jog
6.	Luck	lock

B.

Short o sound is also written as:
Wa _ **wa**sh, **wa**tch, **wa**llet, wasp, **wa**ffle, **wa**nd.

- Ask your students to read the paragraph silently and write words with the short u and short o sounds in the table.

The clock struck ten and woke the baby up. I lifted him up from the cot and gave him a hug. Then I washed my hands and poured the milk from the jug into the cup. The baby refused to drink it because it was too hot. I left him to play with the toy pup while I cooled the milk. He was quiet and caused me no trouble.

Short u	Short o
stuck	clock
up	woke
hug	cot
pup	toy

Step four

- **Grammar Summary:** Past Tense, Yes, No, questions, Wh/questions, Direct object and Indirect Object)
- Before reading the grammar summary section, ask the students about simple past tense and object.
- Read the grammatical chart aloud ask the students to listen carefully. They briefly explain past tense and object to the students.
- Tell the students to read the sentences silently and circle the direct object and underline the indirect object in each sentence. Then write questions.

Exercise solution:

1. Taher showed his wedding picture to his cousins. (What)
   What did Taher show to his cousins. (His wedding picture)
2. I got some ice cream for the children last night. (When)
   When did you get some ice cream for the children?
3. Bahara brought the newspaper to his father in the car. (Where)
   Where did Barhara buy the newpaper to his father?
4. I gave the money back to him. (Yes/ No).
   Did you give the money back to him? (Yes, I did. No, I didn't.
5. He did not send the box to Ali. (Yes, No)
   Didn't he send the box to Ali? Yes, he did. No, he didn't.

Step five

- **Listening and Speaking:** Divide the students in pairs. Tell them that one of them should talk about a special childhood memory. The other one should take a note. Then separate the pairs and make some new pairs. Now ask the one who took note to narrate/ tell what his friend said. At the end ask one or two students to come in front of the class and narrate what his friend has said. E.g.
  One of my happiest memories is my secondary school day in Kabul at Ariana High school. I was in seventh grade, when English subject was added to my lessons. I liked it very much and got used to learn it easily in school and English courses. However I was always happy of having such a nice English teacher. She was tall, attractive and

intelligent with maroon hair. At the first period of English when she started to teach the teach the English Capital and Small letters, I got interested by her teaching method and Capital and Small letters, I got interested by her way of teaching and decided to become an English teacher.

Step six

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step seven

- **Homework:** Tell your students to use the vocabulary list by themselves, and write them in their notebooks in order to use them in the dictation tests of writing.

Unit 11

At the Doctor's

In this unit you are going to:

- **talk about illness and health problems.**
- **give advice.**
- **make appointments.**
- **listen to people talking about their illnesses.**
- **read someone's diary.**
- **write your diary.**



Unit eleven
Lesson one

Objectives of the unit:

- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people talking about their illnesses.
- read someone's diary.
- write your diary.

Objectives of the lesson:

- to talk about illness and health problems.
- to give advice.
- to make an appointments

-Period: (45) minutes.
-Pages: 109-110- 111
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - What would you do when you get sick?
  - Before going to the doctor, do you give charity to the poor and ask Allah to cure you or do nothing?

Step three

- **Discussion:** Show the picture of the doctor, the private clinic and the patient to the students, and ask them "Do you know these places?"
- Write the questions in discussion section on the blackboard and ask the students to talk about them.

Step four

- **Conversation:** Get the students to look at page 110 of the book, the conversation between (Dr.Shams, Husinia and Receptionist). Read the conversation aloud, and get the students to listen to the conversation. Then ask a group of 3 students to read it once again. Divide the students in groups (doctor, Husinia, and Receptionist), to practice the conversation on their own. Then ask one or two groups to come in front of the class, and say the conversation as role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto

should be used as a last resort, and then only to translate the words, not patterns. At the end ask the following questions from the students about the conversation.

1. Why does Husnia want to make an appointment with Dr.Shams?
2. What is her throat problem?
3. How did the doctor advise her?
4. When you feel sick, how do you make an appointment with a doctor?

Step five

- **Grammar: (Modal Auxiliary verb should an advice)**
  We use should not to express an obligation, to talk bout what is expected, advice and generally to say what we think is good or appropriate idea.
  1. You should study hard.
  2. The police should crack down on speeding.
  3. You should take note during the lectures.
  4. You shouldn't go through the park at night.
  5. You shouldn't go swimming right after eating.
- Read the grammatical chart aloud and ask the students to listen carefully. Then ask some of the students to read it once more.
- Ask the students to read the conversation and complete it by using the modal auxiliary verb (should, shouldn't).

Exercise solution:

Tahmena: You **shouldn't** eat chocolate. You must lose weight.
Yusof: I can't. I love chocolate. Maybe I **shouldn't** eat too much.
Tahmena: You **should** also exercise every morning regularly.
Yusof: Exercise? You know I don't like to exercise.
Tahmena: But you like playing football, maybe you **should** play it more often.
Yusof: You are right. I really should.
Tahmena: Last but not the least. You **shouldn't** eat junk food.
Yusof: No way! I like hamburgers. You know something, maybe I **should** be on a diet, I like the way I am.

- Divide the students in pairs. Then ask one of them to choose a complaints and other should give advice. E.g.
  Student one: I have a bad headache.
  Student two: You should take some pills.
- Before doing the exercise ask the student to make a card like the one given in part C of the grammar section. Then ask them to work in pairs. One student should choose an illness and meet the doctor's receptionist. The second student should act as the receptionist and fill the card. E.g.

1. **Patient:** Can I make an appointment with Dr. Sarwaree please?
   Receptionist: What is the problem?
   Patient: I have a terrible headache.
   Receptionist: Ok. When would you like to come?
   Patient: Tomorrow at 4:00 in the evening please.
   Receptionist: That will be fine.

Step six

- **Homework:** Give homework to the students to look at the complaints' pictures and write a complaint sentence and give advice.

Unit eleven
Lesson two

Objectives of the unit:
- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people talking about their illnesses.
- read someone's diary.
- write your diary.

Objectives of the lesson:
- to listen to people talking about their illnesses.
- to read someone's diary.
- to write their diary.

-Period: (45) minutes.
-Pages: 112-113-
-Teaching method: oral, visual, display, discussing, questions/answers and role-play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two
- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions, like:
  - When you feel ill, what would you do?

Step three
- **Vocabulary:** Read the words in the vocabulary section aloud and ask the students to listen carefully. Then ask two or three students to read the words once. Try to find the real pictures of the diseases if possible.
- Ask the students to read words in vocabulary section silently and match them to their related pictures. Then ask some of the students to read the words aloud and show the picture which belongs to it. If anyone couldn't ask another students to do so.
- Ask the students to look at the picture and complete the sentences silently. Then ask some of them to read the sentences aloud.

Exercise solution:
1. He has sunstroke.
2. He feels fever.
3. He has got chicken pox
4. He has got stomachache.
5. He has got a swollen ankle
6. He has got a cool.

- Ask the students to work in pairs; tell one of them to choose an illness and describe it to his/ her partner without saying its name. His/ Her partner guesses the illness and gives advice.
  Student one: Appears with skin rash all over the body skin.
  Student two: **guesses**. The illness calls **chicken pox.**
  Advices: You shouldn't wash your face and body with soap just with worm water.
  You shouldn't eat spicy, oily food. You shouldn't touch your hands to the poxes.
  You should apply the medicine (cream or powder) regularly according to the doctor's prescription.

  St3: Appears with high temperature and dehydration.
  St4: The illness calls **Sunstroke.**
  Advices: You should eat **yogurt**, lemon and fruits and put a wet cloth on your forehead.
  You should go to **the** doctor.
  You shouldn't eat fried and oily food.

  St5: Appear with coughing, running nose, and a little temperature.
  St6: The **illness** calls Cough and cold.
  Advices: You should go to the doctor.

  St7: Appears with **high** temperature (more than 37, 6 C^0**.**
  St8: The illness calls **fever.**
  Advices: You should go to the doctor.
  You should put a wet cloth on your forehead.

  St8: Appears with inflammation, redness and pain in ankle joint.
  St9: The illness **calls swollen ankle.**
  Advices: You **should** go to the orthopedic specialist.
  You shouldn't **play** football more often take a rest.
  St10: Pain in stomach with various origins like microbes, inflammation and others**.**
  St11: The illness is **stomachache**.
  Advices: You should go to the doctor.

<u>**Step four**</u>

- **Listening:** Ask the students to draw the table of the listening section in their notebooks. Then ask some of the students to come in front of the class and talk about his/ her health problem. The other students to listen carefully and fill the table they have just drawn in their notebooks. e.g.
  It really hurt me all the times I made an appointment with the doctor's receptionist for treatment. When the doctor examined me, the problems were caused by the tonsils in my throat.

Name	**Problems**	**When**
Miriam	**Soar throat, having tonsils**	**On the last weekend.**

Ask the students to compare their answers with their partner

Step five

- **Reading:** Show your diary to the students, and tell them" It's my diary. In the diary notebook we write our weekly scheduled activities, some telephone numbers/addresses, and some special notes, or information. Then ask the students: Do you have a diary? Wait until you get a response from the students.
- Read the diary aloud and ask the students listen carefully. Then ask a few students to read the diary once more.
- Ask the students to read the diary silently and find the main idea of it. Then ask a few students to say the main idea of it.
- Ask the students to read the sentences and complete them with names of the day according to the diary. Then ask some of the students to read the completed sentences.
- Ask the students to read the words silently and match them to their meanings. Then ask a few students to read the words and say it meaning. If anyone couldn't, let other students to do so.

Step six

- **Homework:** Give homework to the students to write exercise "C and D" in their notebooks according to the instructions

Exercises solution:

C

Mariam didn't go to school. all the week except the Thursday,June,20th.
Mariam felt that her parents cared more for her brother. **On Tuesday, 18th, June.**
Mariam was happy to go to school. **On Thursday, 20th, June.**
Mariam's father brought her flowers. **On Monday,17th ,June.**
Waleed hurt himself. **On Monday, 17th, June.**
Mariam got a box of chocolate **On Wednesday, 19, June.**

D

1. pharmacy. – a place where you buy medicines.
2. prescription. – a written instruction by the doctor for medicine.
3. a Vase. – a pot where people keep flowers.

Unit eleven
Lesson three

Objectives of the unit:

- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people talking about their illnesses.
- read someone's diary.
- write your diary.

Objectives of the lesson:

- to write their diary.
- to learn the grammatical structure (Questions with the Past tense of "Be")

-Period: (45) minutes.
-Pages: 114-115
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions, like:
  - How do you catch up your lessons when you are absent?

Step three

- Conversation**:** Get the students to look at page 114 of the book, the conversation between (Principal and Waleed). Read the conversation aloud, and get the students to listen to it. Then ask a group of three students to read it once again. Divide the students in pairs (Principal and Waleed) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another one the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask the following questions from the students about the conversation.

  1. What did the principal ask from Waleed?
  2. Why was Waleed absent last week?
  3. Did he go to the doctor immediately?
  4. How is he feeling now?
  5. When you have got an illness, can you go to your school?

Step four

- **Grammar: (Questions with the Past Tense of "Be" verbs)**

We use simple past tense for completed actions in the past and past states.

- Ask some questions from the students by using the **"Be" verb in the past: e.g.** You were absent yesterday. What was the matter? Wait until you get response from the student.
  Where were you on the weekend?
  Were you at the hospital with your brother?.
- Read the grammatical chart aloud and ask the students to listen carefully. Then ask a few students to read the chart once more.

Questions with the Past Tense of "Be"	
Where **were** you last week?	I **was** at home.
What **was** wrong with your ankle?	My ankle **was** swollen.
Were Laila and Noor in the dispensary at 2:30p.m.?	Yes, they **were**.
	No, they **weren't**.
Was Mariam at the clinic yesterday?	Yes, she **was**.
	No, she **wasn't**.

- Ask the students to read the conversation silently and complete it with the past tense of "Be" verb.
- Ask the students individually to read the conversation sentence by sentence. If anyone fails to read the sentences correctly ask another student to do so.
- Divide the students in pairs to practice the conversation aloud.

Exercise solution:

1. **A:** Why **were** you late in the class?
   B: Sorry**,** I **was** at the school clinic.
   A: **Was** Salem with you?
   B: No, he wasn't. I was alone.
2. **A:** Were you at the dispensary?
   B: Yes**, I** was.
   A: **Were** Shamsia and Nadira there?
   B: Yes, **they were.**

- Ask the students to look at the illness in the vocabulary section in lesson two of this unit. Ask them to think about the last time they had any of the illnesses and answer these questions:
  1. Where were you, when you had got it?
  2. Was it very painful?
  3. Did you go to the doctor?
  4. Was the medicine good?
- One of your students was sick yesterday. Tell his/her partner to guess the illness by asking questions about what happened to him/her. When he/she names the illness, he/ she is the winner.

Step five

- **Writing:** Ask the students to imagine that they were ill last week. What was the matter? Ask them to write their diary.
- Ask some of the students to come in front of the class and read their diary.

Step Six

- **Homework:** Ask your students to choose one day from their diary and write a paragraph about it in their notebooks.

Unit eleven
Lesson four

Objectives of the unit:

- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people talking about their illnesses.
- read someone's diary.
- write your diary.

Objectives of the lesson:

- to learn the phonic “U, OO” sounds.
- to learn the rule for the “U, OO” sounds

-Period: (45) minutes.
-Pages: 116-117-118-119
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

<u>Step one</u>

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

<u>Step two</u>

- **Brainstorming:** In order to make your students concentrate on their lesson, pronounce these words Pull, full, put, bull, wood, foot, and book aloud.

<u>Step three</u>

- **Phonics:** Pronounce/ read the words in the box aloud and ask the students to repeat after you. Then tell the students that OO has the same as U sound.

> This sound is written as **u/oo**
> **U:** p**u**ll – f**u**ll – p**u**t.
> **oo:** w**oo**d – b**oo**k – f**oo**t.

- Read the words aloud and ask the students to look at the pictures and repeat after you. Then ask one or two students to read the words aloud.
- Ask the students to read the paragraph silently and underline the words that have the same sounds as in took and bull.
- Ask some of the students to read the paragraph aloud and say what words have the same sound as u and oo. If anyone couldn’t, let other students to read and say the word.

Exercise solution:

Last night I asked my mother if I **could** make dinner. So I took my sister's cooking **book.** I got a chair and **stood** on it and **pulled** the apron off the **hook.** I cut, rolled and baked, but no one enjoyed my **food.** I don't blame them because it was **full** of salt. My father **looked** at me and smiled, and then I **understood** that it's all right to try and fail.

Step four

- **Grammar Summary: (Past Tense of "Be Verbs, was, were", Yes, No, questions, with short answers, Wh/questions, Giving Advise)**
- Before reading the grammatical charts, ask the students the definition and examples of simple past tense.
- Read the grammatical charts aloud and ask the students to listen carefully. Then ask some of the students to read the grammatical chart one by one.
- Ask the students to complete the conversation by using the past tense of the given verbs in their notebooks.
- Ask some of the students individually to read the conversation sentence by sentence. Then divide them in pairs to practice the conversation with each other.

Exercise solution:

A: Sameera _**was** **really** ill last week.

B: Oh! What _**was** the matter with her?

A: She _**had**_ a backache and she couldn't leave home.

B: **Did** you visit her?

A: Yes, I did. And I **took** some flowers for her. They **were** beautiful.

- Divide the students in pairs to act as Rameen and the receptionist. The one who is Rameen calls to a clinic and ask for an appointment and the second student who is the receptionist ask him questions and fill the appointment card. E.g.

Patient: Hello, doctor Shareefi's clinic?
Receptionist: Yes, who is calling?
Patient: My name is Rameen. Can I make an appointment with the Orthopedic Specialist (Dr. Shareefi please?)
Receptionist: When would you like to come?
Patient: Tomorrow at 4:00 p.m.?
Receptionist: It will be fine.

Patient's name: Rameen

Doctor: Shareefi

Date: Tomorrow 14 of May

Time: 4:00 p.m.

Step five

- **Listening:** Name five kinds of vegetables and five kinds of fruits and ask the students to listen carefully and write them in two categories in their notebooks. Then ask some of the students to read the names you have told. If anyone couldn't, let another student to do so.

Fruits	Vegetable
1. Apple	1. Spinach
2. Orange.	2. Lettuce
3. Banana	3. Carrots.
4. Pomegranates.	4. Garlic
5. Blackberry	5. Tomatoes

Advantages of fruits

Eating fruits are very important for human's health .It is very necessary to take fruit at least two days in a week. It is more useful for our body than eating meat. We have a proverb: One apple a day keeps the doctor away.

Disadvantage of fruits are very less, especially for those who have sugar in their blood.

Advantages of vegetable: Serving vegetables are very important for humans' health. We can take more vegetables in our routine food than taking meat, oily and, spicy foods. Another advantage of vegetable is that it is very cheap than any other kinds of foods. However it is cheap, but it is much more useful and effective for our body.

Disadvantages of vegetables: If we don't wash them properly, the microbes which are inside the vegetable make us sick, and it's very dangerous for our body. Besides that, the treatment is not so easy for omitting the microbes which have entered our body through eating the unwashed vegetable. We should wash the vegetables with Permanganates, if we don't have it, we can wash the vegetables with water and salt three or more times. Until it became clean perfectly.

Step six

- **Speaking:** Ask the students to work in pairs, then in groups by reading the following words, and discuss about the advantages and disadvantages of each category. e.g.
- Ask the students to number the words. Then ask some of them to read the words in order. If anyone couldn't let other students to read them in order.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask your students to write two paragraphs about advantages and disadvantages of fruit and vegetables.

Unit 12

Review

Unit twelve
Lesson one

Objective of the lesson:

- to have a review of the vocabulary, listening, speaking.

-Period: (45) minutes.
-Pages: 120-121-122-
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - He has got a swollen ankle. She has got chicken pox.

Step three

- **Vocabulary:** Ask the students to work in pairs, and write down two words for each given phrase or word. e.g.

1. Parts of the body that can swell.	1. ankle_	2.knee
2. Character adjectives.	1. Good	2. beautiful
3. Shapes.	1. square	2.rectangular
4. Road signs.	1. Turn left_	2.Cross the road
5. Medicines	1.Paracetamol	2.Antibiatic tablets

- Ask the students to read the words they have written individually. Then ask some of the students to come in front of the class and use the words in sentences. If anyone couldn't, let another student to write the sentence.

Step four

- **Listening:** Ask the students to listen to you while reading the conversation, and decide which person is speaking. Then ask the students to put them in order.
- Ask some of the students to reads the sentences one by one in order and tell who the speaker is.

Exercise solution:

Doctor: What is the problem?
Patient: I have a terrible backache.
Doctor: Did you left anything heavy?
Patient: No, but I moved our living room sofa.
Doctor: Let me take a look at your back.
Take a hot bath and have these painkillers twice a day. You should stay in bed for the next two days.

Patient: Thank you doctor.

Step six

- **Speaking:** Ask the students to think of something bad that happened to them or to someone else at the school. The students' stories must be about something specific that happened on a particular day at the school with the particular people. First they should to fill the chart below to help them in remembering the story. E.g.

  When I was at age six in grade one, my parents enrolled me in Andabee High School in Mazar-Shareef. One day I took a note of one thousand Afghanis from the suitcase of my mother without letting her knew and took it to my school. During the break time there was a man sitting near to the gate of the school, who put the sweet thing on a long stick and made many things for the children like: toys, jewellary etc, according to the children wishes. Then the children purchase the things they wanted to eat and have them. I gave that one thousand note to the man, and he gave me many things like: earring, rings,nicklesses, bracelets , many toys, from that sweet thing ,and I put on all of them on my ears,neck,fingers,hands, and took the toys to the school. When my teacher saw me, she neither told me anything, nor asked me about all these jewelries, and toys which had made from that sweet thing.

  When I returned back to home, my parents didn't become angry on me, just my mother went to the school to meet the principal of the school for introducing me and for telling her this issue. The principal asked my teacher to come in the office and told her about this issue and the teacher told him oh! Yes, yesterday Roya wore many things and had many toys with herself which were sold by the shopkeeper of the school on the gate. The principal asked the man on gate and told him "how much money you had got from this child? The shopkeeper on the gate told to the principal, "one thousand note" Sir. And I gave all the coins back to her.

  My story

  Time: School time.1348 when I was in grade six

  Place: Andabee High School in Mazar-Shareef.

  People: Man gate shopkeeper.

  Thing that happened: took the money without informing my mother.

- Ask a student to tell her/his story to another student. The second student will draw the story which he/she heard from student one. Exchange the roles.
- Ask a pair of students to come in front of the class. One student should say the story and the second students should draw the story on the blackboard.
- Ask the one who has drawn the story on the blackboard to tell the story according the drawn picture. If he/ she forget any points, his/ her partner should help him/ her in telling the story.

Step seven

- **Homework:** Ask your students to write a paragraph about a past event happened in his/ her life.

Unit twelve
Lesson one

Objective of the lesson:

- to have a review of, listening, Speaking, Reading.

-Period: (45) minutes.
-Pages: 123-124
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - How can the people keep themselves healthy?

Step three

- **Listening:** Read the paragraph aloud and ask the students to listen carefully and match them to their related pictures.
- Ask some of the students to read the paragraphs one by one and say what its related picture is. If he/ she couldn't, let another student to read and show the correct picture.

Step four

- **Speaking:** Divide the students in pairs and ask them to work as a role play of a doctor and a patient. e.g.
  Patient: Hello doctor.
  Doctor: What is the problem?
  Patient: I have gotten a terrible flue. All the times I am coughing and my throat hurts me very much.
  Doctor: Let me examine your chest. Breathe deeply. Then please open your mouth. Oh! Horrible!
  Patient: Thank you doctor.
  Doctor: Here you are. Three times a day take these antibiotic tablets after your meal. You should take some fruits, drink tea, and have rest for some days. If you don't feel better soon, take these injections too.

Step five

- **Reading:** Read the text aloud and ask the students to listen carefully. Then ask some of the students to read the text paragraph by paragraph. Then ask the questions in

part B of the reading section from the students about the text. Encourage them, when they answer correctly.

Step six

- **Homework:** Ask your students to write a paragraph about how they can keep themselves healthy.

Unit twelve
Lesson three

Objective of the lesson:

- to have a review of Vocabulary, Speaking, Writing.

-Period: (45) minutes.
-Pages: 125-
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions.
  - Is it necessary to give right direction to the people? Why?

Step three

- **Vocabulary:** Ask the students to read the directions and match them with their related pictures. Then ask some of the students to read the direction and show its related picture.

Exercise solution:

1-Trun left=B
2. Go straight ahead=A
3. Turn right at the traffic light. =C.

Step four

- **Listening:** Ask the students to listen to their classmates talking about coming to their school from their houses, how they get to their school? Ask them to write the names of the directions their classmates are going to. Then ask some of the students to read the names of the road they have written from the speech of their classmates.

Step five

- **Speaking:** Divide your students in groups. Ask them give direction to their group members for getting their houses.
- Read the poem aloud and ask the students to read it once more.
- Let the students to read the poem silently. Then ask a few students to say the meaning of it.

Step six

- **Homework:** Give homework to the students to write down the direction from their school to their houses.
  Write a paragraph about "Why is it important to obey rules?"

Unit twelve
Lesson four

Objectives of the unit:

- talk about illness and health problems.
- give advice.
- make appointments.
- listen to people talking about their illnesses.
- read someone's diary.
- write your diary.

Objective of the lesson:

- to have a review of Writing, Conversation, and Vocabularies.

-Period: (45) minutes.
-Pages: 126-127
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step One

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions, like:
  - Do owe the people whom you don't know? Why?

Step three

- **Writing:** Ask the students to read the words in the table of the writing sections and make six sentences in the past tense. (Verbs, Direct Object, Indirect Object). E.g.
  1. She wrote a letter to her brother.
  2. The mother gave a bottle of milk to her baby.
  3. My teacher told the news in the class.
  4. I lent some money to my sister.
  5. The teacher showed the map to everyone.
  6. He passed the salt to his friend.

Step four

- **Conversation:** Omar is taking an appointment for a dental checkup. Tell the students to look at the appointment card in the box below to complete the conversation.

Doctor's name: Tariq Nasir	Date: Wendesday 28th December

Exercise solution:

Nurse: Dr. Tariq's clinic. May I help you?
Patient: **Can I see Dr.Tariq please?**
Nurse: Are you a new patient?
Patient: **Yes, I am.**
Nurse: Your name please?
Patient: **Omar Arezoo**
Nurse: When would you like to come?
Patient: Afternoon is the best for me.
Nurse: **On Wednesday, 28, December, at 5:00.p.m**
Patient: That'll be fine.
Nurse: Good, we'll be expecting you then.
Patient: **Thank you very much nurse.**

Step five

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step six

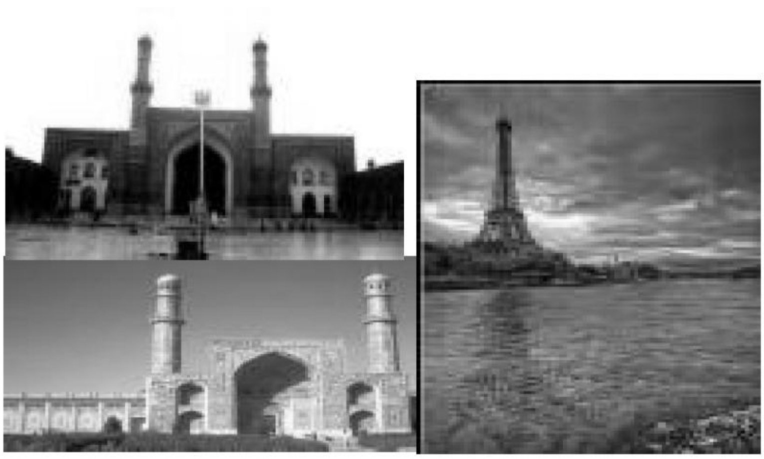
- **Homework:** Ask your students to write six sentences contains direct and indirect object.

Unit 13

Cities and Places

In this unit you are going to:

- **describe cities and places.**
- **make comparisons.**
- **read about famous cities.**
- **listen to a comparison of two cities.**
- **write a paragraph about a city.**



Unit thirteen
Lesson one

Objectives of the unit:

- describe cities and places.
- make comparisons.
- read about famous cities.
- listen to a comparison of two cities.
- write a paragraph about a city.

Objectives of the lesson:

- to describe cities and places.
- to make comparisons.

-Period: (45) minutes.
-Pages: 128-129-130
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson ask them some questions, like:
  - Why do most people think their country is the best in the World?

Step three

- **Discussion:** Write the question of the discussion section on the blackboard. Call the students by name and ask these questions from him/her.
  1. Do you live in a village, a town or a city?
  2. What is it like?
  3. Is it noisy, quiet, modern or old?

Step four

- **Conversation:** Get the students to look at page 129 of the book, the conversation between (Nadia, Aziza). Read the conversation aloud, and get the students to listen to you. Then ask a pair to read it once again. Divide the students in pairs (Nadia, Aziza) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns.
- At the end ask the students to answer the following questions:
  1. What's Bamyan like?

2. Do we have any other historical things from the ancient time than the statues in Bamyan City?
3. What's there to do and to see?
4. What about sightseeing?
5. How are the people like?

Step five

- **Grammar:** (Comparative form of short adjectives.)

Comparative Degree:

Comparative Degree of an adjective indicates a higher degree of quality than Positive Degree. The comparative degree of an adjective is used when we would like to compare two persons, two things or two places.

Rules:

1. One syllable adjectives normally take "r or er" at end.

Like: colder, hotter, wider, healthier, clever, taller, shorter, fatter etc. E.g. Ahmad is cleverer than Fahim.

2. When one syllable adjectives end with a consonant letter, but before consonant there is a vowel, double the consonant letter before adding "er".

Like: hot = hotter, fat = fatter

3. Two syllable adjectives ending in "y" but before "y" there is a consonant letter, change "y" to "i" before adding "er".

Like: happy = happier, noisy = noisier.

4. For other two syllable adjective and more, the word "more" is used before the adjective.

Like: beautiful = more beautiful, interesting = more interesting.

5. There are some distinct adjectives that neither take "er" nor "more". They change their form and its needed that all the irregular adjectives should be memorized.

Like: good = better, bad = worse and etc.

Note: It is mentionable that **(than)** is used in the comparative degree.

Example: This book is more interesting than that book.
He is taller than his brother.

- Read the grammatical charts from the book aloud and ask the student to listen carefully. Then ask a few students to read it once again

Step six

- **Homework:** Ask your students to complete the conversation with the correct comparative forms of the adjectives given in the box. Use "than" where necessary.

Small – quiet – cheap – far – easy-difficult

Exercise solution:

Nafisa: Are you going to Bamyan again this summer?
Aziza: No, we are going to Yakoulang.
Nafisa: What is Yakoulang like?
Aziza: It's <u>colder</u> <u>than</u> Bamyan. It is also <u>quiet</u>**.**
Nafisa: Aren't the Hotels <u>_cheap_</u>?
Aziza: No, they aren't. But they are <u>difficult</u> to find.
The tickets are more expensive, becauseYakoulang is <u>far</u> from Bamyan.

Unit thirteen
Lesson two

Objectives of the unit:

- describe cities and places.
- make comparisons.
- read about famous cities.
- listen to a comparison of two cities.
- write a paragraph about a city.

Objectives of the lesson:

- to describe cities and places.
- to make comparisons between two cities.

-Period: (45) minutes.
-Pages: 131-132
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Which cities are famous in your country? Why?
  - Which place would you like to go? Why?

Step three

- **Vocabulary:** Tell the students to read the chart below and then ask them to specify the adjective which doesn't go with the group of the nouns in number 1, 2,3 , and 4 e.g.
  1. city – the adjective **"happy"** doesn't go with the noun" city"

1. city	**hot**	**crowded**	**happy**	**quiet**
2. mountain	**high**	**noisy**	**green**	**Big**
3. person	**wide**	**young**	**beautiful**	**ell – behaved**
4. building	**small**	**clean**	**naughty**	**modern**

- Ask some of the students to name the noun and say the adjective that doesn't go with it. Then ask another student to make a sentence for the adjective.

Step four

- **Reading:** Before reading the text, teach these new words to the students.
  1. Population 2. Estimated, 3. Noble shrine 4. Attributed
  5. Archeological 6. Civilization 7. blue-tiled shrine
- Read the texts aloud at aloud and ask the students to listen carefully. Then ask a few students to read the texts paragraph by paragraph. At the end ask the following questions form the students about the text:
  1. Which city is the fourth largest city of Afghanistan?
  2. Is it the Capital of Balkh province?
  3. What does Mazare-Shrif mean?
  4. Mazar-Shrif famous for what?
  5. Did you ever go to Mazar-Shrif?
  6. Which city of Saudi Arabia is the most beautiful, prosperous, holiest, and cosmopolitan city for the Muslims around the World?
  7. Makkah Muhkarramah, is the most beautiful, prosperous, holiest, and cosmopolitan city for the Muslims all around the World.
  8. Why do Muslims go to Makah Muhkarramah every year?
  9. For what purpose do people perform Tawwaf?
  10. The people perform Tawaf to complete their Hajj and Umrah, and also for earning (Swab)"spiritual reward".
- Ask the students to read the texts silently and complete the chart with the information about each city.

Where is the city?	How many people live there?	What is it like?	What can visitors do there?
South-east of Kabul, west to the Herat, north to Uzbekistan. In the center of the city	300,600	It is very famous for its "Noble Shrine" or as the Shrine of Hazrat Ali or the Blue Mosque.	Tourists are coming here to visit the "Noble Shrine" and see the archeological sites, and the high level civilization of the people of Afghanistan.

Step five

- **Listening:** Ask your students to listen to their classmates describing his/ her cities and complete the table.
- Ask a few students to read the table they have just completed. If anyone fails to read the table correctly, let other students to read the correct sentences.

Where is it?	How are the people?	What is it like?	What can visitors do there?
North of Kabul	Hospitable, kind,friendly,brave	It is famous for its geographical location, mountainous	The visitors are going for sightseeings,mountaining, investigating etc.

Step six

- **Homework:** Ask your students to write a paragraph about their cities.

Unit thirteen
Lesson three

Objectives of the unit:
- describe cities and places.
- make comparisons.
- read about famous cities.
- listen to a comparison of two cities.
- write a paragraph about a city.

Objectives of the lesson:
- to learn the Comparative forms of longer
- to learn adjectives, Comparison of equality + adjective + as

-Period: (45) minutes.
-Pages: 133-134
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Do you think having an airport is important for a city? Why?

Step three

- **Conversation:** Get the students to look at page 133 of the book, the conversation between (Yunos, Father). Read the conversation aloud, and get the students to listen to you. Then ask a pair to read it once again. Divide the students in pairs (Yunos, Father) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask the students to answer the following questions:
  1. Which airport is bigger than Mazar-Shrife airport?
  2. When was Kabul airport built?

Step four

- **Grammar: Comparative forms of longer adjectives.**

Adjectives of more than two syllables in general take (more) and (most) in the comparative and superlative forms.

E.g. courageous more courageous most courageous

Intelligent	more intelligent	most intelligent
Beautiful	more beautiful	most beautiful

1. Mariam is a courageous student.
2. She is more courageous than her sister.
3. She is the most courageous student in the class.

Negative forms of comparative and superlative of longer adjectives:
It is also possible to say: Jawed is less courageous than Ahmad.

Less…..than
The lest……than.

1. Fahim is less courageous than his classmate.
2. He is a less courageous student than his classmates.
3. He is the least courageous student in the class.

- Read the grammatical charts one by one aloud and ask the students to listen carefully. Then ask from the students to read each chart individually.
- Ask the students to read part A of grammar section silently and complete given adjectives. Then ask some of the students to read the paragraph sentence by sentences. If anyone couldn't read the correct sentence correctly, let another student to read it.

Exercise solution:

Circuses and funfairs are two places where families go for fun. Circuses are as **interesting** as **funfairs (**interesting) funfairs. Some parents prefer circuses because they are **safer** **than** (safe) funfairs. Circuses are smaller (small) and kids stay in one place. Clowns also make circuses fun. Each time they try to be **funnier** (funny). Parents don't like to go to funfairs because they are **more** **expensive** (expensive). Their kids have to pay for each ride.

Step five

- **Homework:** Ask your students to choose a city and complete the web of the writing section on page 134. Tell them to use the web to write a paragraph.

Unit thirteen
Lesson four

Objectives of the unit:

- describe cities and places.
- make comparisons.
- read about famous cities.
- listen to a comparison of two cities.
- write a paragraph about a city.

Objectives of the lesson:

- to learn the "long a" sound.
- to solve the problems in grammar summary& the vocabulary.

-Period: (45) minutes.
-Pages: 135-136-137-138
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

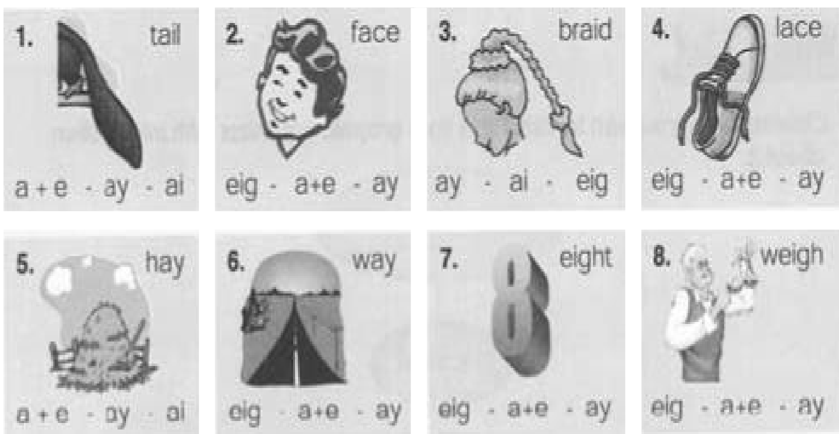
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Where are you from? How is it like? How are the people?

Step three

- **Phonics: Long a as in cake/eight**
- Read the words in part A of the phonic sections aloud and ask the students to repeat after you.
- Read the words aloud and ask the students to repeat after you. Then ask some of the students to read the words aloud.



- Tell the students to read the paragraph written in part C of the phonic section silently. Then ask the students individually to read the paragraph sentences by sentence and show the word with long "a" sound.

Exercise solution:

Last week, all **eight** members of my family agreed to go to Herat. I asked my father to go by **plane;** but he **explained** that traveling by car would be more enjoyable as it would **probably rain** on the **way**. Unfortunately, on Thursday, my mother woke up with a bad **headache.** She had serious bad pain and had to **stay** in bed. All weekend, I was taking **care** of my mother and my two younger sisters.

Step four

- **Grammar Summary:** Read the grammatical charts once. Then ask the students to read each chart individually.
- Ask the students to read the rules silently and match the two parts of the rules for making comparatives. Give an example for each rule.

Exercise solution:

1. For longer adjective	d) use more or less + adjectives + than.
2. For adjectives ending in – y)	a) change – y into ier + than.
3. For short adjectives.	b) add – er + than.
4. For irregular adjectives	c) change completely.

I have more/ less books than you.
The boys are noisier than girls.
Airplanes are faster than cars.
Today's weather is better than yesterday.

Step five

- **Speaking:** Ask the students to work in pairs to discuss about the city they live in.
  1. How is it like?
  2. How are the people?
  3. Is it modern or not?
- Ask some of the students to come in front of the class and talk about the city they live in. Let other students to ask him/ her questions.

Step six

- **Reading:** Read the passage aloud at least two times and ask the students to read the text paragraph by paragraph.
- Let the students to read the text silently to find the answer of the two questions given. Then ask a few students to read the question and say the answers.
- Ask the students to read the three given comparative adjective silently. Tell them to write their simple adjectives.
- Ask the students to read the words in part 3 of the reading section silently and match the words to their meanings. Then call the students by name to read the words with their meanings one by one. If anyone couldn't, let other students to read the words with its correct meaning.
- Write the two questions in part 4 and 5 of the reading section. Read it aloud and give students time to think about them. Then ask some of the students to give their opinions.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Ask your students to write a paragraph about the city they live in.

Unit 14

Do you know?

In this unit you are going to:

- **talk about world records.**
- **describe things and make comparisons.**
- **talk about distance and measurement.**
- **listen for information about world records.**
- **read about the biggest mall in the world.**
- **write a descriptive paragraph about a mosque.**









Unit fourteen
Lesson one

Objectives of the unit:

- talk about world records.
- describe things and make comparisons.
- talk about distance and measurement.
- listen for information about world records.
- read about the biggest mall in the world.
- write a descriptive paragraph about a mosque.

Objectives of the lesson:

- to talk about world records.
- to describe things and make comparisons.

-Period: (45) minutes.
-Pages: 139-140-141
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - What is the bravest animal in the world?
  - Lion is the bravest animal in the world.

Step three

- **Discussion:** Ask the students to look at the pictures in discussion section. Hold up your copy book and ask "What do you see in the pictures?" Wait to get response from the students.
- Write the questions on the blackboard and ask them individually from students.

Step four

- **Conversation:** Get the students to look at page 140 of the book, the conversation between (Laila, Mursal). Read the conversation aloud, and get the students to listen to you. Then ask a pair to read it once again. Divide the students in pairs (Laila, Mursal) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play by heart. Or make another one the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and only to translate the words, not patterns. At the end ask these questions from the students about the conversation.
  1. Do you know which the biggest animal in the World is?

2. Can you tell me which the fastest animal in the World is?
3. What is the cheetah like?
4. How much was the price of the most expensive painting?
5. Which is **the biggest animal in t**he World?

Step five

- **Grammar: (Superlatives of Adjectives)**

Superlative Adjectives: The superlative Degree of an adjective indicates the highest degree of quality of an adjective. It is used when a group of people, things or places are compared.

Rules:

1. One syllable adjectives generally take "est" to make their superlative form.

Like: cleverest, tallest, shortest, fattest, etc.

Example: Nasim is the tallest boy in our class.
Whale is the largest animal in the sea.

2. Those one syllable adjectives ending with a consonant, but before the consonant there is vowel letter, double the consonant before adding "est".

Example: Summer is the hottest season.
Bear is the fattest animal.

3. Two syllable adjectives ending in "Y", but before "y" there is a consonant letter, "y" is changes to "I" before adding "est"

Example: Swallows are the noisiest bird.

4. Other two syllable and more take the word "most" before the adjectives.

Example: Canary has the most interesting song.
He is the most intelligent student in our class.

Note: It is mentionable that the word **(the)** is used before all adjectives in the Superlative form of adjectives.

- Write the definition of superlative adjective on the blackboard with many clear examples and ask the students to copy the definition in their notebook. Then ask some of the students if they could say some sentences using superlative adjective.
- Read the grammatical chart from the book aloud and ask the students to listen carefully. Then ask two or three students to read the chart once more.
- Ask the students to read the sentences silently and complete them with the superlative form of the given adjectives in the chart.

Small-crowded -funny - difficult - high – famous – interesting –

Exercise solution:

1. Kabul has **the most crowdies** restaurants in the city. It's always easy to find empty tables.
2. **The most difficult language** in the world is Russian. It takes along time to be learned.
3. The humming bird is **the smallest** bird in the world. It weighs less than two grams.
4. A few people know Bertrand Russel. He is **the most famous** of the English writers.
5. This is **the most interesting** story I've ever read. I didn't even finish it.
6. This is **the funniest** joke I've ever read.
7. Mount Everest is **the highest** mountain in the world.

Step six

- **Homework:** Ask your students to write as many sentences as they can to describe people or things.
-snake, elephant, gold, Fahim, Sadiq, Shogofa

Unit fourteen
Lesson two

Objectives of the unit:

- talk about world records.
- describe things and make comparisons.
- talk about distance and measurement.
- listen for information about world records.
- read about the biggest mall in the world.
- write a descriptive paragraph about a mosque.

Objectives of the lesson:

- to talk about distance and measurement.
- to listen to information about world records.

-Period: (45) minutes.
-Pages: 142-143
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Which place would you like to visit? Why?

Step three

- **Vocabulary:** Ask the students to look at the pictures and fill in the table with the names of the places that match the adjectives.
- Ask some of the students to read the table and use the word and phrases on the table in a sentence. E.g.
- PETRONAS Tower is the tallest skyscraper in the world.
- Write the question in part B in vocabulary section on the blackboard. Call a few students by name and ask the question written on the blackboard and let him/ her to talk about it.

Step four

- **Listening**: Let the students to read the questions and answer in listening section, but limit the time.
- Read the questions aloud and ask the student to find the correct answer while reading. Then ask the students in pairs to stand up. One student read the question and second student answer. If he/ she couldn't answer, let another student to answer the question.

1. Which one is the largest continent in the world?
   a. Africa. **b. Asia.** c. America.
2. Which one is the biggest animal?
   a. tiger. **b. elephant**. c. lion.
3. Which one is the biggest province in Afghanistan?
   a. Herat. **b. Helmand.** c. Kabul.
4. Which one is the largest river in the world?
   a. The Amazon. b. The Mississippi. **c. The Nile**.
5. Which one is the oldest province in Afghanistan?
   a. Bamyan. **b. Ghazni.** c. Herat.

<u>Step five</u>

- **Reading:** These new words should be taught first:
  Dawns, Eateries, Attraction .Foot recreation room, Water parks, Features
- Write the first question of the reading on the blackboard and ask it from the students. Then write the second question and let the students to read the title the two lines and ask the students to say what the passage is about.
- Read the text aloud and the students to listen carefully. Then ask the students to read it paragraph by paragraph**.**
- Let the students to read the passage silently and fast. Then ask them to answer the questions in part C of the reading section.
  1. How long did it take to build Edmonton mall? Why?
     West Edmonton Mall was such a huge complex that it was built in four phases beginning in 1981 by Ghermeziane brothers who emigrated from Iran in 1959.
  2. What do you think, what is the most amazing thing about the Mall?
     Unlike other shopping centers, it has the largest indoors amusement park and a sky ceiling that change from dawn to dusk. It has 800 stores and services; more than 110 eateries; a world class hotel and special attractions for tourists. There are 58 entrances and an unusual large parking area for 20, 000 vehicles.
  3. Where did it locate?
     West Edmonton located in Edmonton Alberta, Canada is the largest shopping mall in North America and the fifth largest in the World.
- Tell the students that the words in A column and their synonyms in B column are all in the passage. Ask the students to find them, and then match A to B.

A	B
mall	**wonderful**
amazing	**amusement**
entertainment	**shopping center**

<u>Step six</u>

- **Homework:** Write a paragraph about one of the most famous bazaar in your city.

Unit fourteen
Lesson three

Objectives of the unit:
- talk about world records.
- describe things and make comparisons.
- talk about distance and measurement.
- listen for information about world records.
- read about the biggest mall in the world.
- write a descriptive paragraph about a mosque.

Objectives of the lesson:
- to read about the biggest mall in the World, and get an idea from it.
- to be able to write a descriptive paragraph about a mosque.

-Period: (45) minutes.
-Pages: 144-145
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Which province would you like to visit? Why?

Step three

- **Conversation:** Get the students to look at page 144 of the book, the conversation between (Travel Agent and Hashim). Read the conversation aloud, and get the students to listen to you. Then ask a pair to read it once again. Divide the students in pairs (Travel Agent, Hashim) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another one the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask these questions from the students about the conversation:
  1. What did the travel agent ask from Hashim?
  2. How high is the Hindu Kush Mountain?

Step four

- **Grammar (Questions with how adjectives).**

"How + adjective" is used to ask about the measurement, quality, situation and condition.

How are you? How is wide Amu River?
How is the weather like today? How high Hindu Kush mountain?

- Read the grammatical chart aloud and ask the students to listen carefully. Then ask two or three students to read it once more.
- Let the students to read the answers in part A of the grammar section silently and write questions for them. Then ask them individually to read the questions and answer aloud. If anyone couldn't ask another student to read the question and answer.

Exercise solution:

1. A: How high is the Hindu Kush Mountain?
   B: Hindu Kush is 7485 meters high.
2. A: How big is Morocco?
   B: Morocco is 444,500square km.
3. A: How long is the Red sea?
   B: The red sea is 2,253 km long.
4. A: How much does the temperature go down in Takhar in the winter?
   B: In Takhar the temperature goes down to 0-degree Celsius in the winter.

- Ask the students to work in groups to choose a place in their country, and write down the distances, measurements and temperature. Members of their group can ask each other about the places using How adjective. Other members answer.
  It takes seven hour to reach Mazar Sharif from Kabul.Dring the winter the weather is very cold and in the summer the weather became very hot. It has nice weather during the spring season and stormy and foggy in the autumn season.
  The distance from Kabul to Mazar Sharif is **437** km. and from Kabul to Balkh is **455** km.
  Mazari Sharif is the fourth largest city of Afghanistan, with the population of 300,600 people (2006 estimated). It is the capital of Balkh province and is linked by roads to Kabul in the south-east, Herat to the west and Uzbekistan to the north.

Step five

- **Homework:** Ask your students to read the tables in the writing section carefully. And choose one of them and write a paragraph about it by using superlative adjective.

	Blue Mosque	**Shah Faisal Mosque**	**Amr Ibn – El-As Mosque**
City	**Istanbul**	**Islamabad**	**Cairo**
Area	**4,608 m^2**	**189,705 m^2**	**13,556 m^2**
Capacity	**10,000**	**100,000**	**30,000**
Minarets	**6**	**4**	**3**
Built in	**1616 AD**	**1976 AD**	**642 AD**
Built by	**Sultan Ahmad**	**Zedat Daloky**	**Amr Ibn El-As**

Unit fourteen
Lesson four

Objectives of the unit:

- talk about world records.
- describe things and make comparisons.
- talk about distance and measurement.
- listen for information about world records.
- read about the biggest mall in the world.
- write a descriptive paragraph about a mosque.

Objectives of the lesson:

- to learn the Phonics long "e" sound as in sea/see
- to understand the rule for "e" sound.

-Period: (45) minutes.
-Pages: 146-147-149-150
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

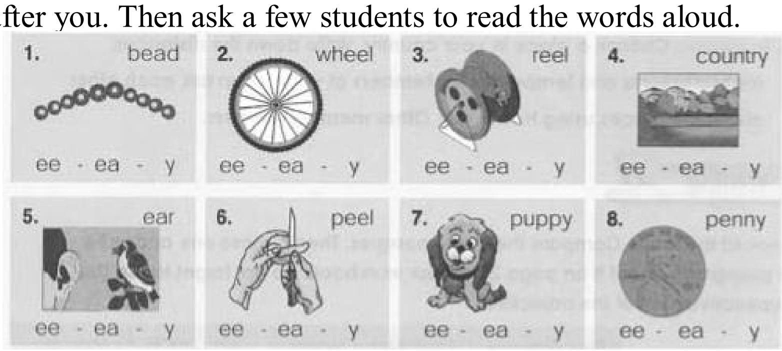
- **Brainstorming:** In order to make your students concentrate on their lesson, pronounce these words aloud "sea/sees".

Step three

- **Phonic: Long "e" sound as in sea/see**.
- Explain long "u" sound to the students and give some examples.

Long **e** is written as:
ee – **see**, m**ee**t, f**ee**t, f**ee**d, t**ee**th
ea – **sea**, m**ea**t, **ear**, **read**, sp**ea**k
y – read**y**, bab**y**, carr**y**, countr**y**

- Read the words in part B of the phonic section aloud and ask the students to repeat after you. Then ask a few students to read the words aloud.



- Ask the students to read the paragraph silently and then underline the words with long "e" sound.

My friend Karim is from Ghazni. He lives in Balahisar, Ghazni. We first met in 1380 in Rabia Balkhi high school. We were **thirteen** **years** old. **We** spent five **years** together. **Before** I came back to my province, we promised **each** other to **keep** in touch. I **send** him an e – mail **every week**, and **we** **speak** on the phone **every** month. **We** also **meet** every summer holiday.

Step four

- **Grammar Summary: (Superlatives with short adjectives), Superlative with long adjectives, Superlatives with irregular adjectives, Questions with how adjectives.**
- Before reading the charts, ask some of the students to say sentences with superlative adjectives. Then ask some students to read the grammatical charts aloud and let the students if they have any questions, solve their questions.

Superlatives with short adjectives					
The cheetah	is	the	fast**est**	animal	on land.
The blue whale			bigg**est**		in the world.
The monkey			funn**iest**		in the zoo.

Superlatives with long adjectives					
This	is	**the**	**most** / **least**	crowded beautiful interesting	city in the world.

Superlatives with irregular adjectives					
This	is	**the**	**best**	restaurant	in town.
			worst	mark	in class.
			farthest	hospital	from my house.

Questions with how + adjectives				
How	far	is	the moon from the earth?	It is 384,403 km far.
	high		the Hindu Kush mountain?	It is 7485 meters high.
	long		the Amu River?	It is 2500 km long.
	wide		the Red sea?	It is 354 km wide?
	cold / hot		Nemrooz in winter/summer?	It goes down to 10^0 C. It goes up to 50^0 C

- Ask the students to read the words in the table silently and match the words in column **A** to column **B** and write them sentences by using the superlative form of the adjective**s** in the parentheses from the box. A.

A.	**B.**
(busy) street	on TV.
(famous) building	in class.
(dangerous) room	in the house.
(interesting) show	in the city.
(expensive) hotel	in Paris.
(tall) person	in Kabul.

- Ask some of the students to come in front of the class and write sentences for the given words in the table. E.g.

1. Wazir Akbar Khan is the busiest place in Kabul.
2. Intercontinental Hotel is the famous building in the city.
3. That was the most dangerous room on T.V.
4. It was the most interesting show in the class.
5. Serina Hotel is the most expensive hotel in the Kabul.
6. He is the tallest person in the house.

Step five

- **Listening:** Ask the students to listen to you while you are describing a province, and complete the table.
- Ask some of the students to read the table they have completed. If anyone couldn't, let other students to read the table and ask the failed student to correct his/ her table.

Name	How far is it?	What is the population?	How is the weather?	What do they grow?
Mazar-Shari	It takes 8 hours to reach to Mazar from Kabul.	300,600 people.	Nice in the spring, hot in the summer, stormy in the autumn, and cold in the winter.	They grow wheat ,corn,rice,etc.

Step six

- **Speaking:** Divide the students in pairs. Ask them to ask and answer questions about the products and growth of their province, e.g.
  St.A: Where are you from?
  SB:I am from Laghman.
  StA: What are your province products?
  StB: Its products are rice.wheat, corn, sugar can etc.
  St A: Which kinds of fruits can we find in your province?
  StB: different kinds of fruits like apple, banana, strawberry, pomegranate, peach, orange, apricot, pear etc.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Tell your students to write a paragraph about the product of the their providences.

Unit 15

Tips and Rules

In this unit you are going to:

- **talk about rules and give tips.**
- **talk about how people do things.**
- **read about test taking tips.**
- **listen to people given tips to solve problems.**
- **write a paragraph about school and classroom rules.**



Unit fifteen
Lesson one

Objectives of the unit:

- talk about rules and give tips.
- talk about how people do things.
- read about test taking tips.
- listen to people given tips to solve problems.
- write a paragraph about school and classroom rules.

Objectives of the lesson:

- to talk about rules and give tips
- to talk about how people do thing.

-Period: (45) minutes.
-Pages: 151-152
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Where do you usually see these signs?

Step three

- **Discussion:** Ask the students to look at the unit opener of unit 15 carefully. Hold up your copy and ask the students "Where can you see each sign and what are these signs for?"



- Write the question of discussion section on the blackboard and ask them individually from the students and let them to give opinion about each sign.

We see these signs in the traffic square station, in the hospital, but we also have some other sings which aren't mention in the sings above .Like: in an airplane, in the pump station, in the dangerous pool, in the class during the exam time.

Step four

- **Conversation:** Get the students to look at page 151of the book, the conversation between (Razia, Nazia). Read the conversation aloud, and get the students to listen to you. Then ask a pair to read it once again. Divide the students in pairs (Razia,Nazia) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. Or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask these questions from the students about the conversation.
  1. Why does Nazia looks so worried?
  2. How Razia give advices to Nazia?

Step five

- **Grammar: Modals: Rules/strong advices.** (Have to, has to, must, should, had better, mustn't, shouldn't) all these modals have the same meanings. It shows obligation in the sentences. **e.g.**
  1. You have to study hard in order to pass the exam.
  2. She has to study hard to pass the exam successfully.
  3. You must be present regularly at school.
  4. You should be on a diet.
  5. You had better not talk very much.

  Negative:
  1. You don't have to waste your time.
  2. She doesn't have to waste her time.
  3. You mustn't cheat during the exam.
  4. You shouldn't copy from your classmates.
  5. You hadn't better walk too fast.
- **Giving permission. Modal verb (can) is used for giving permission and asking for permission. e.g.**
  1. You can take your money from the bank on the next day.
  2. Can I lend you some money?
- Ask the students to read the sentences silently and complete them from the table in grammar section. Then ask a few students to read the tips aloud. If anyone couldn't, let other students to read the correct tip.

Exercise solution:

1. You **_must** find a quiet place to study.
2. You **_should_** have only the things you need.
3. You **_should_** make a study plan.
4. You **mustn't** waste your time. You **must** start studying immediately.
5. You **should** keep a record of what you have actually done.
6. You **must_** test yourself after every four or five units.
7. When taking the test, you **should** set a time limit. You **shouldn't** go over the time limit.

Step six

- **Homework:** Ask your students to choose a place from the chart in part B of the grammar section and write it tips.

Unit fifteen
Lesson two

Objectives of the unit:

- talk about rules and give tips.
- talk about how people do things.
- read about test taking tips.
- listen to people given tips to solve problems.
- write a paragraph about school and classroom rules.

Objective of the lesson:

- to read about test taking tips.

-Period: (45) minutes.
-Pages: 153-154
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - Do you enjoy taking tests?

Step three

- **Reading:** Before reading the text, write the two questions written in reading section on the blackboard. Then call each student by name and ask the questions from them.
- Read the text aloud and ask the students to listen carefully. Then ask some of the students to read it paragraph by paragraph. Ask the students individually this question:
  - Which steps may help the students to overcome their fears and pass the test easily?
- Ask the students to read the text silently and find the meaning of each word from them.

Exercise solution:

1. In paragraph 1: the underlined word means
   a. get ready for b. read before c. leave out
2. In paragraph 3: The underlined words mean
   a. get angry b. be happy **c. stay relaxed**

- Tell the student that in this part certain steps are suggested. Ask them to read the steps silently and then put them in order. Then ask some of the students individually to read each step by order. If anyone couldn't, let other student to do so.

Exercise solution:

1. Quickly read the test.
2. Calculate the time you need for each question.
3. Do the easy questions first before doing the difficult ones.
4. Read your answers for mistakes you may have made.

- Write the question in part D of the reading section on the blackboard. Call some of the students by name and ask the question and let them to give idea.

Step four

- **Listening:** Ask a pair of students to come in front of the class. Tell them to answer the questions given in table of the listening section aloud and ask the other students to complete the table when they are answering with yes.
- Ask the students to work in pairs, asking and answering the questions in the table. And think other suitable questions that they can use. Tell them to put a tick next to the questions they answer with yes, e.g.

Step five

- **Homework:** Ask your students to write a paragraph about how they are feeling when they have a difficult test.

Unit fifteen
Lesson three

Objectives of the unit:
- talk about rules and give tips.
- talk about how people do things.
- read about test taking tips.
- listen to people given tips to solve problems.
- write a paragraph about school and classroom rules.

Objectives of the lesson:
- to listen to people's given tips to solve problems.
- to write a paragraph about school and classroom rules.

-Period: (45) minutes.
-Pages: 155-156
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one
- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two
- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - What would you like your teacher to say about you?

Step three
- **Conversation:** Get the students to look at page 155of the book, the conversation between (Mother, Teacher). Read the conversation aloud, and get the students to listen to you. Then ask a pair to read it once again. Divide the students in pairs (Mother, Teacher) to practice the conversation on their own. Then ask one or two pairs to come in front of the class, and say the conversation as a role play. or make another conversation the same as this one. Do not translate it in Pashto or Dari. Translation in Dari or Pashto should be used as a last resort, and then only to translate the words, not patterns. At the end ask this question from the students about the conversation.
  1. Why is Parween's mother visiting her daughter's teacher?
  2. What did we get as an idea from this conversation?

Step four
- **Grammar: (Adjective/Adverbs)**
  Adjective:
  Adjective is word which is used to add something to the meaning of a noun, or adjective qualifies a noun. **e.g.**

The car over there is very **beautiful.**
Adverb: Adverb is a word which is used to add something to the meaning of a verb, adjective or another adverb. **e.g.**
He arrived to Kabul safely.

Adjectives/ Adverbs	**Adjectives**	**Adverbs of manner**
	say what something is like	**say how you do it**
The exercise is **easy**. You can do it **easily**.	easy	easily
She is a **careful** writer. She writes **carefully**.	careful careless	Carefully carelessly
They are **good** students. They study **well**.	good	well
Haider is always **late**. He always comes **late**.	late	late

- Read the grammatical chart aloud and ask the students to listen carefully. Then ask some of the students to read it once again.
- Ask your students to read the paragraph silently and choose the correct word. Then ask some of them to read the paragraph aloud. If anyone couldn't read the word correctly, let other students to read the sentence with the correct word.
  This is a timed exercise. So you had better work (fast – **faster**) than the last time. It's an (**easy** – easily) test but you have to read the questions (careful – **carefully**). By the way, I'm very **(happy** – happily) with the way you read. Your English is **(good** – well), but most of you need to read (slow – **slowly**) and write (quick – **quickly)**.
- Divide the students in groups of six, and tell them to answer the questions in part B of the grammar section. Then ask one or two students to stand in their places and answer the question to the whole class. E.g.
  1. I am a good student.
  2. I do my homework carefully.
  3. I come to school regularly.
  4. I listen to my teachers advices.
  5. I read the lesson carefully.
  6. I always participate in the class activity.

Step five

- **Writing:** Ask the students to write their school/classroom's rules in the table of the writing section. Then ask some of them to read their tables aloud.

My School Rules		
Should/must		**Shouldn't/ Mustn't**
coming to school	**On time.**	**Should be**
leaving school	**Before the exact time**	**Shouldn't**
Uniform	**wear**	**The uniform**
chewing gum	**Chew gum**	**Mustn't**
Running	**Run in area of**	**Mustn't**

	school	
My classroom Rules		
coming/ leaving	**Avoid coming and going in class.**	**Should**
answering questions	**Answer the questions.**	**should**
sitting/ standing	**Sitting and standing on the chair as a play.**	**Mustn't**
speaking	**Speak very much**	**Mustn't**
homework	**bring**	**Must**

- Ask the students to use adverbs of frequency next to each rule to answer the question: How often do they follow the rules above?

<u>Step six</u>

- **Homework:** Ask your students to write a paragraph about, what they should or shouldn't do to become a better student.

Unit fifteen
Lesson four

Objectives of the unit:

- talk about rules and give tips.
- talk about how people do things.
- read about test taking tips.
- listen to people given tips to solve problems.
- write a paragraph about school and classroom rules.

Objectives of the lesson:

- to learn the phonic for Long "I" sound. As in spy/rice
- to understand the rule for the long "I" sound.

-Period: (45) minutes.
-Pages: 157-158-159
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and models.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

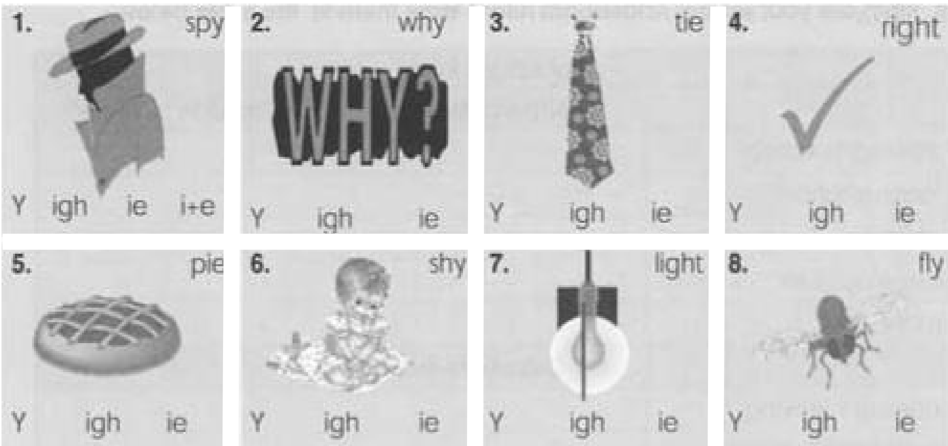
Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, pronounce the "I" sound aloud and read these words spy/rice as well.

Step three

- **Phonics: (Phonics Long "i" as in spy/ rice)**

- Read/pronounce the words in the box aloud and ask the students to repeat after you. Then explain the "i" to the students and ask some of them to read the words aloud.
- Ask the students to listen to you, and circle the letter that stands for the long "I" sound in each word they hear. Use pencil in your book not pen.



- Ask the students to read the sentences silently and underline the words with the long "i" sound. Then ask them to come in front of the class and write the sentence on the blackboard and show the word with long "i" sound.

Exercise solution:

a. **Pilots** **fly** the airplanes.
b. When you fell dizzy, **try** to **lie** down for a **while.**
c. The sun **shines** **bright** in the **high** **sky.**
d. In class, we played "I **spy** with my little **eye**".
e. Shamsia is a **shy** girl in the class.
f. You should choose the **right** answer.
g. **Why** did you come late?
h. We should **buy** cookies with **pie.**

Step four

- **Grammar Summary:** Ask the students to read the grammatical chart aloud. Then ask some of the students to read the table once more.
- Ask the students to read the (School Trip) rules and then complete the sentences with suitable modal auxiliary verbs from the grammatical chart above.
- Ask some of the students to read the sentences they have completed from school trip rules.

Exercise solution:

1. You _**should** be in school earlier than 8:00 a.m.
2. You _**must**___ have breakfast at home before coming.
3. You **shouldn't** eat on the bus.
4. You _**should**_ only eat in the funfair cafeteria at 9:00 a.m.
5. You _**must**_ pay 20 Afghanis for the trip.
6. You _**must**_ find your group leader and stay with her/ him.
7. You _**should** get tokens from your group leader.

Step five

- **Listening:** Ask one of the students to describe the tips solutions for the given problems and let other students to listen to their classmates and complete the table.
- Ask one or two students to stand in their places and read the table they have just completed with solutions.

Problems	Solution
Gaining weight	You should be on diet regulary.You should take fruits, vegatbles more than oily foods You must do exercises regularly.
Poor reading	You had better to read more habitually. Don't try to find out the meaning of each word while you are reading. Just take an idea from the passage. Collect your senses from other sides, and just come to the book for reading.
Bad hand writing	You had better to practice more in writing. You should consider the rules of writing. How to write the capital and small letters on four lines notebook; The system of writing, the movement of the alphabet letters from left to right.
Doing homework	You should listen to your teacher's advices, listen to the teacher's explanations carefully, while she/he is teaching the class.

Step six

- **Speaking:** Divide the students in groups, and reread the rules in lesson one in the unit and discuss about them whether the rules about countries around the World are true or false, and give reason for that, e.g.

Step seven

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.

Step eight

- **Homework:** Tell your students to write a paragraph about the why it is important to have rules within a country.

Unit 16

Review

Unit sixteen
Lesson one

Objective of the lesson:

- to have a review of the vocabulary, speaking, and Writing,

-Period: (45) minutes.
-Pages: 160-161
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام عليكم to the students and get them to say وعليكم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate your lesson, write some words on the blackboard and ask them to give their opposite, like: Big, small, careful, careful, careless, happy, sad

Step three

- **Vocabularies:** Ask the students to read the words in the vocabulary section silently and write their opposites in their notebooks.

Exercise solution:

big - **small**	loud -silent	good **bad**
clean - **dirty**	careful –careless	high **low**
dry - **wet**	happy-sad	ugly-**beautiful, handsome**
late - **early**	thin-fat	young-**old**
more - **little**	boring enjoying	difficult-**easy.**

- Ask the students to read the adjectives in the chart and circle the one which is different from the group. Explain why? Then ask some of the students to read the adjective and explain why it is different.

1	2	3	4	5	6
ill	careful	luxurious	pretty	shy	Noisy
Cheap	polite	comfortable	ugly	lazy	dangerous
expensive	friendly	expensive	interesting	happy	difficult
modern	tall	hard	beautiful	wide	crowded

Step four

- **Speaking:** Ask the students to work in pairs as a role of the parents of a student to visit the son's/daughter's teacher or the principal of the school. Then ask one or two pairs to come in front of the class and act it out practically. E.g.

Hello, Miss Qamar? I'm Sadaf's mother. How's she doing at school?

Teacher: She's doing well, especially in math and English.

She can solve the problems of her classmates in math and English whenever they ask her.

She passed the exam successfully overall and she's a good student.

Mother: But in these days she looks a little worry and disappointed.

Teacher: Yes, that's because of her result, she was in the first position in her class last year and this year she got the second position in the class.

Mother: And what about her behavior? Is she polite?

Teacher: Yes, she behaves very politely with her classmates and other people.

Mother: I'm glad to hear this. Thanks for giving me time.

Step five

- **Writing and homework:** Ask the students to look at the picture in the writing section and describe it in a paragraph, e.g.

  The picture shows Kabul Air port. It is an international airport in Afghanistan. It is bigger than the airports in the country.

  There are different airlines using the airport to offer services to people like: Arian airline, Paktic airline, Kamair airline, Safi airline, Pamir airline etc.

Unit sixteen
Lesson one, two and three

Objective of the lesson:

- to have a review of the, speaking, Listening and Grammar.

-Period: (45) minutes.
-Pages: 162-163-164-165-166-167 this lesson should be taught in two periods.
-Teaching method: oral, visual, display, discussing, questions/answers and role play.
-Teaching materials: Blackboard, eraser, chalk, cards, flashcards, pictures and model.
-Teaching procedure: greetings, taking attendance, checking homework, connecting two lessons.
-Evaluation Method: questions and answers, oral, visual, display, etc.

Step one

- Say السلام علیکم to the students and get them to say وعلیکم السلام back to you. However, the way of greetings to be varied to the students in the class day by day like; Hello, Hi, Good morning and Good bye, etc.
- Write the date on the board, or you may call your students to do so.
- Take the attendance of the students in the class and collect their copies of homework for checking.
- Ask the students some questions about their previous lesson and link them to the new lesson.

Step two

- **Brainstorming:** In order to make your students concentrate on their lesson, ask them some questions, like:
  - What are your house chores?

Step three

- **Speaking:** Divide the students in pairs. Tell them to ask his/ her partner to tell about him/ her.

Step four

- **Listening:** Ask the students to listen to their classmate describing his/her clubs rules and write down the rules in their notebooks.
- Ask some of the students to read the rules they have just written from the description of their classmates.

Step five

- **Grammar:** Ask the students to arrange the unscramble questions, and then answer them. Then divide the students in pairs. One student read the questions and the second student answer him/ her.

Exercise solution:

1. than/ Kabul/ larger/ is Helmand/?
   Is Helmand larger than Kabul?

2. you/ taller/ mother/ your/ than/ are/?
   Are you taller than your mother?

3. planes/ than/ faster/ cars/ are/?
   Are the planes faster than cars?

4. new shoes/ your/ are/ comfortable/ the old ones/ less/ than/?
   <u>Are your new shoes less comfortable than the old ones?</u>

5. is/ this book/ interesting/ than/ more/ the other one/?
   <u>Is this book more interesting than the other one?</u>

6. English/ difficult/ more/ is/ Pashto/ than/?
   <u>Is English more difficult than Pashto?</u>

<u>Step six</u>

- **Reading:** Before reading the text, write the two questions on the blackboard and ask them individually from some of the students.
- Read the text aloud once and ask the students to listen carefully. Then ask a student to read it paragraph by paragraph. At the end ask the following questions from the students about the text.
  1. Why Rena became angry, and stopped doing housework?
  2. What was Rena's decision about her house?
  3. For how long Rena was angry?
  4. How was the situation of her house in these two weeks?
  5. What idea did you get from this text?
- Ask the students to reread the story and underline the most important things in it. Then ask some of them to read the important things they have underlined and say why they think it is important.

<u>Step seven</u>

- **Speaking:** Ask the students to work in pairs as group work, act out for applying the role of a customer who is going to Herat next week, and wants the travel agent to book him/ her a room in the hotel. E.g.
  Customer: 0799448776
  Travel agent: Hello, Whose speaking please?
  Customer: Hi, I am Karim, one of the employees in the Ministry of Education. I have a plan to come to Herat for participating in a workshop next week, and I want you to book a room for me in you hotel please.
  Travel Agent: Yes, I have registered your name, for how long do you need to stay in our hotel?
  Customer: For one week. Please.
  Travel agent.Ok fine. Your room number is 324, it is a complex single bed room, and it locates on the second floor.
  Customer: Thank you.

- **Silly Sentences:** Ask the students to re arrange the words below to make silly sentences.e.g.
  Picture 1: The cow jumps over the moon.
- Ask the students to use the box below to make up a silly sentence for a friend.
- Ask some of the students to read the sentences they have arranged. If anyone couldn't, let other students to do so.

<u>Step eight</u>

- **Grammar:** Ask the students to write instructions (imperative sentences) in the affirmative and negative forms by using the given words in the table, e.g.
  1. Drive careful.

1. Don't drive careless.
1. Polite imperative: Please dive careful
   Please don't drive careless.

- Ask the students to read the sentences in part B of the grammar section silently and complete the rules for good driving skill by using the modal auxiliary verbs.
  1. You **_should_** have your driving license.
  2. You **_shouldn't** drive fast.
  3. You **_must** follow the road signs.
  4. You **mustn't** use a mobile phone.
- Ask the students to read the sentences and make the rules for each of them**. Use No+verbs(ing).**

Exercise solution:

1. You must not talk in the library. **No talking in the library**
2. You should not eat in the shop. **No eating in the hospital**
3. You should not walk on the grass. **No walking on the grass.**
4. You should not run on the street. **No walking on the street.**
5. You must not taste the snakes. **No touching the snakes.**

Step nine

- Speaking: Ask the students to speak with each other and act out for the role of a property dealer who is looking for a place to live in. (new house or apartment or a room) And the customer Say its conditions.
-

Customer: Hi, I am looking for a new house to live in?
Property dealer: Hi, will you tell me the condition of the house, which kind of a house would you like to live in?
Customer: A complex house of 4 rooms with a yard and small garden if possible.
Property dealer: O.k. fine, here we have such kink of a house on Karti-Parwan 4th street near to Haji Meer Ahmad mosque and the rent is per month 15000 thousand afs. And another house is for pledge with a very good condition, would you like to take it as pledge?
Customer: No, thanks. I want to rent a house, not to pledge it.

Step Nine

- **Vocabulary list:** It is very important and useful source for the students to improve their spelling efficiency and increase their words ability. It will help them to understand the words in different forms of parts of speech; noun, pronoun, verb, adverb, adjective, preposition, etc. The students should write them down in their notebooks.
- Pronounce the words aloud and ask students to repeat them after you. Then ask some of them to read and pronounce the vocabulary list aloud.